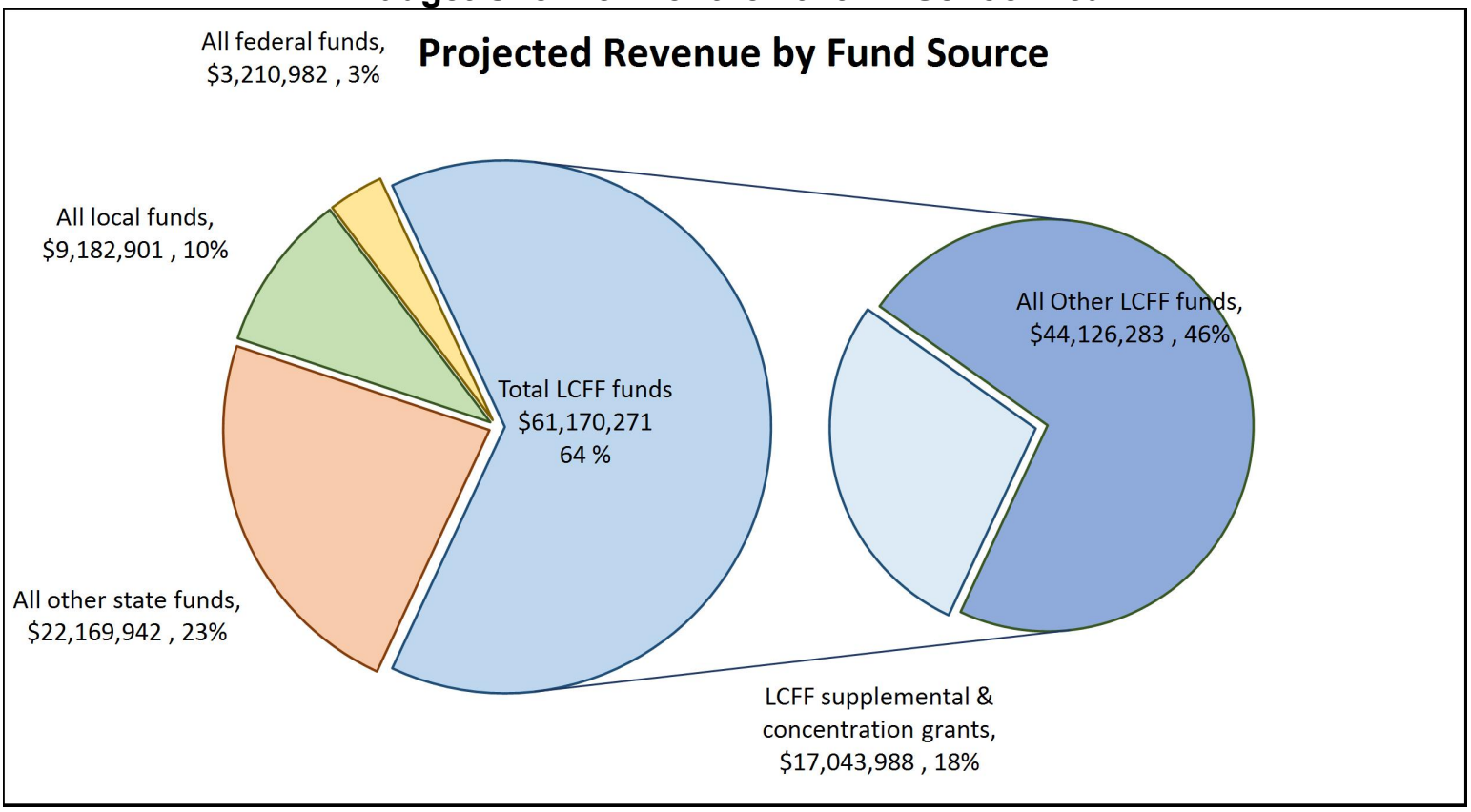
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: National Elementary School District
CDS Code: 37682210000000
School Year: 2026-27
LEA contact information:
Laura Philyaw, Ed.D
Superintendent
Superintendent@nsd.us
619-336-7500

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

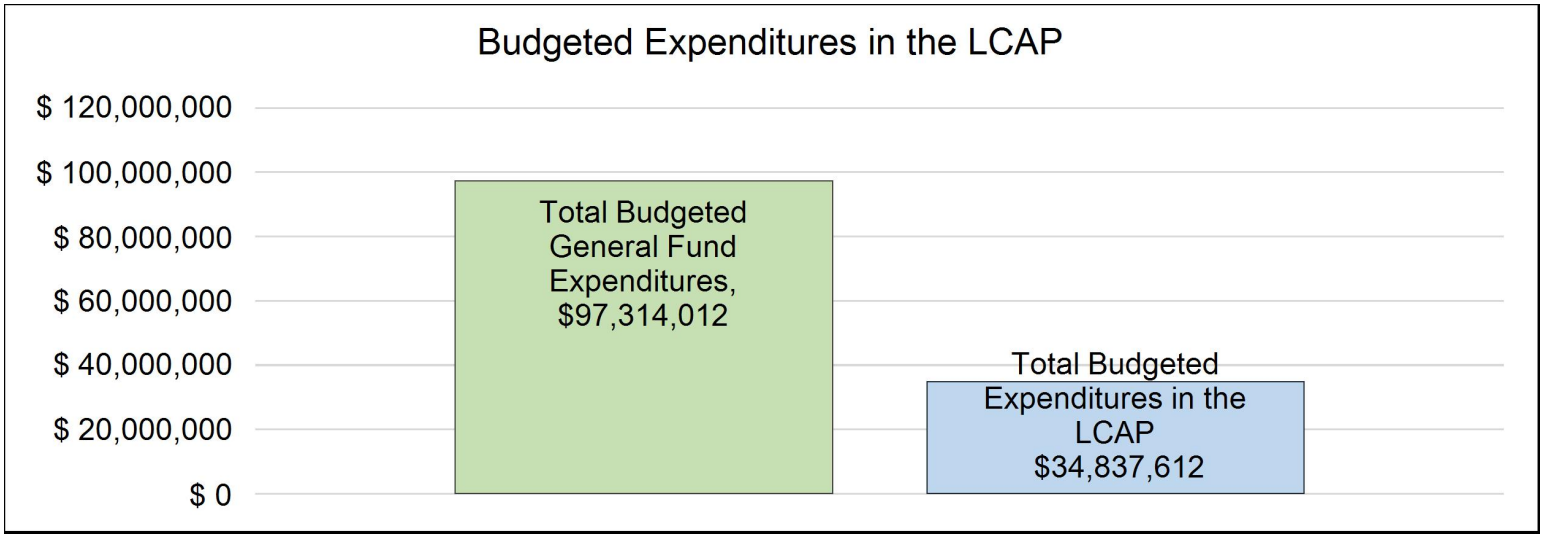


This chart shows the total general purpose revenue National Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for National Elementary School District is $95,734,096, of which $61,170,271 is Local Control Funding Formula (LCFF), $22,169,942 is other state funds, $9,182,901 is local funds, and $3,210,982 is federal funds. Of the $61,170,271 in LCFF Funds, $17,043,988 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 National Elementary 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: National Elementary School District plans to spend $97,314,012 for the 2026-27 school year. Of that amount, $34,837,612 is tied to actions/services in the LCAP and $62,476,400 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

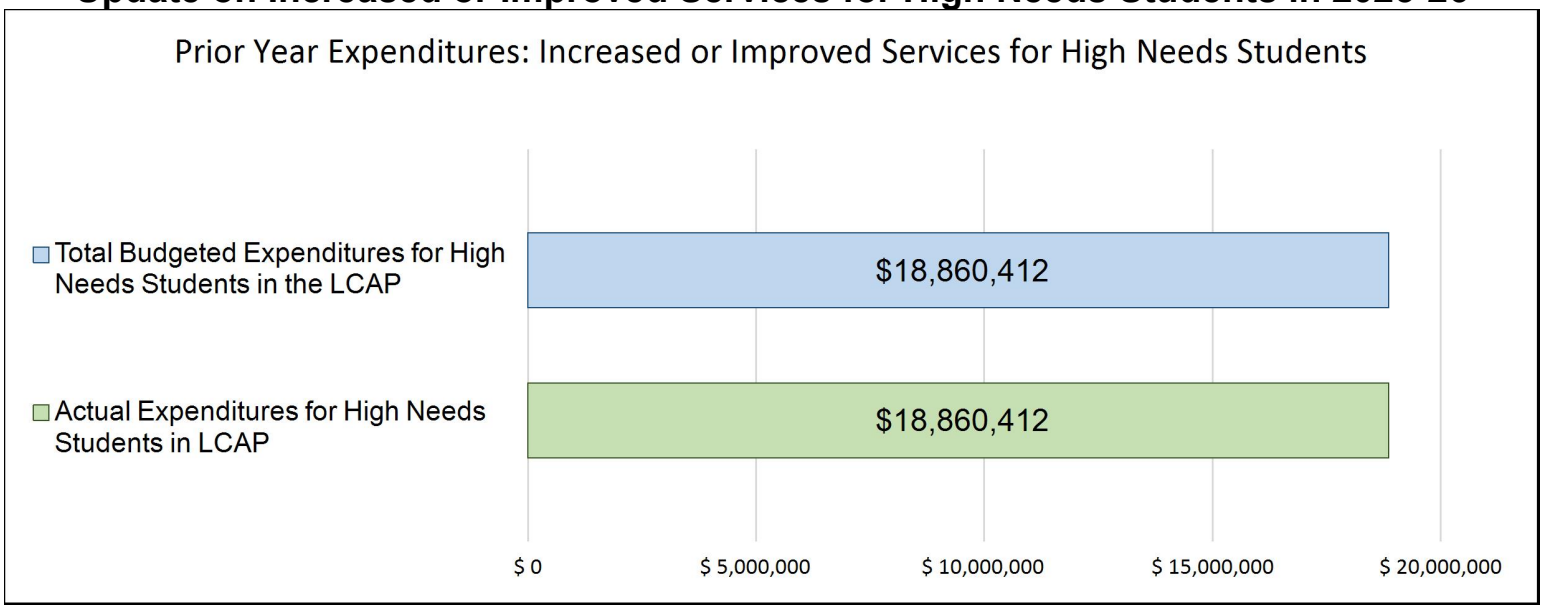
General Fund budget expenditures not included in the LCAP include essential district-wide operational costs such as administrative services, maintenance and operations, facilities, utilities, transportation, insurance, and other central support services. These expenditures are necessary for the day-to-day operation of the district but are not directly tied to specific LCAP actions or services.

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

In 2026-27, National Elementary School District is projecting it will receive $17,043,988 based on the enrollment of Foster Youth, English learner, and low-income students. National Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. National Elementary School District plans to spend $17,043,988 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 National Elementary 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 National Elementary 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, National Elementary School District's LCAP budgeted $18,860,412 for planned actions to increase or improve services for high needs students. National Elementary School District actually spent $18,860,412 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
National Elementary School District	Laura Philyaw, Ed.D Superintendent	lphilyaw@nsd.us 619-336-7500

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.

National School District (NSD) is a TK–6 elementary district comprised of ten exceptional school sites and a preschool center, serving approximately 3,900 students, including preschoolers. Located just five miles from downtown San Diego between the I-5 and I-805 freeways NSD serves families in the City of National City (91950) as well as portions of Chula Vista and San Diego proper.

Founded in 1871, NSD is the second-oldest school district in San Diego County. With a proud history of innovation and equity, NSD was the first in California to offer free kindergarten in 1889 and continues to lead today with whole-child initiatives and environmental sustainability efforts.

The district serves a diverse and vibrant student population: 90% of students are unduplicated (foster youth, English learners, and/or socioeconomically disadvantaged), 47% are English learners, and 85% qualify for free or reduced-price meals. Nearly half of English learners speak Spanish, followed by nearly 3% who speak a Tagalog as a language.

National School District is working hard and being recognized. 9 out of 10 schools are recipients of the America's Healthiest Schools awards. NSD is proud to be the first elementary-only Heart Safe District in the nation and a California Green Ribbon School District – Green Achiever Level recipient. All schools have earned recognition for their Positive Behavioral Intervention and Supports (PBIS), underscoring NSD’s commitment to safe, inclusive, and supportive learning environments.

What We Offer:

Universal Transitional Kindergarten (UTK)
Outdoor Learning Gardens
Community Schools
STEM, VAPA, and environmental programs
Before and After-School Programs
Sixth Grade Camp and More

At the heart of our work is a shared why: To illuminate human potential to positively impact the world. Through innovative teaching, powerful partnerships, and a learner-centered approach, we are preparing exceptionally prepared learners; innovative, and compassionate world citizens.

Reflections: Annual Performance

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

In 2023 the National School District (NSD) California Schools Dashboard showed that Chronic Absenteeism was "yellow" with a rate of 40.6%. Two groups remained in the "red" category, students identifying as Asian and two or more races, however these two groups showed positive movement with increases of 4.6% and 4% respectively. NSD Overall performance on the California Assessment of Student Performance and Progress (CAASPP) for both English Language Arts (ELA) and Mathematics was categorized as "orange."

Across all student demographic groups, there was a slight decline in ELA performance with a one percent decline of met/exceeds at 30.97. NSD student performance in mathematics remained relatively stable across all groups, with maintenance and a three percent improvement in overall performance (25.38%).

Summary 2023 Dashboard Reflection– The following student groups and indicators were "red" in the CA Schools Dashboard in 2023 when this plan was developed:

Chronic Absenteeism:
District - Asian, Mixed Race
Ira Harbison - ALL, Hispanic
Lincoln Acres- Homeless, Students With Disabilities (SWD)
Palmer Way - English Learners (EL), Socioeconomically Disadvantaged (SED), SWD

ELA:
Central Elementary - SWD
District- SWD
Ira Harbison - SWD
Las Palmas - SWD
Lincoln Acres - ALL, EL, Hispanic, SED, SWD
Olivewood - EL

Math:
Central Elementary - SWD
District - SWD
Las Palmas- SWD
Lincoln Acres - SWD

Suspension:
District - African American
El Toyon - SWD
Lincoln Acres - Homeless
Olivewood - ALL, EL, Hispanic, SED
Palmer Way - Hispanic

These findings suggested a need for targeted interventions to address chronic absenteeism, particularly among specific student demographics, and to enhance performance in ELA while maintaining the current level of proficiency in mathematics across all student groups within the National School District.

In 2025, the California School Dashboard highlighted several areas where additional support is needed to ensure all students in the National School District thrive.

English Learner Progress:
Three schools including Rancho de la Nacion, El Toyon, and Lincoln Acres were identified as needing improvement in English learner (EL) progress. To address this, each of these schools will offer extra small-group instruction (Tier II) led by the classroom teacher with support from district resource teachers and intervention-support staff. This learning will focus on boosting students' English language skills and reading proficiency.

English Language Arts (ELA) Performance:
Las Palmas, Kimball, and Rancho de la Nacion were marked in the "red" or "orange" performance levels for ELA. Specific student groups impacted include English learners, Hispanic students, students with disabilities, and students experiencing homelessness. These schools will receive targeted data-driven intervention support to close achievement gaps.

Math Performance – Long-Term English Learners (LTELs):
Even though National is showing gains, Long-Term English Learners still show significant needs in math. Particularly, Kimball and Las Palmas are in the "orange" performance levels in the dashboard. The district is responding with more support in the new math framework and language development that is aligned to each grade level's key standards. Furthermore, students will receive in-class small group support, including "pre-teaching" and "re-teaching" key math concepts using the Next Gen Math curriculum to improve understanding and performance.

Chronic Absenteeism and Suspension Rates:
One highlight to note is chronic absenteeism has improved in the National School District. Nonetheless, Kimball and Rancho de la Nacion are “orange” in the dashboard. The district is committed to making students and families feel engaged and with a sense of belonging at every site. NSD is partnering with San Diego County of Education to be part of the iCAN (Improving Chronic Absenteeism Network) cohort to learn ways to support students in attending school and improving engagement and attendance. Additionally, a Welfare and Attendance Specialist will continue to support families across the district in providing resources, referrals, and individual support to re-engage families in attending school. Based on the 2025 dashboard data, the district needs to continue to work on our positive behavior supports and improve our strategies for student engagement. As a district, National declined and is at the “orange” level for the area of suspensions. Rancho, Las Palmas, Ira Harbison, and Central are in the “red” while El Toyon, John Otis, and Olivewood are in the “orange.”

In addtion LREBG allocations were spend to support actions in the following goals:
Goal 1
Action 1.2 Curricular Supports and Coordinated Services - Allocations were used to support two Testing and Assessment Center Instructional Aides ($161,148) to support ELPAC administration and data-informed instruction for English learners. Research has shown that using data to inform planning and instruction for students leads to better outcomes. ELPAC data guides the placement and levels of support English learners need to make the expected progress in English language development in listening, speaking, reading and writing.

Goal 2
Action 2.4 Multi-tiered System of Support for Academic Achievement - LREBG allocations funded a language arts specialist at each school ($1,729,510) and one district resource teacher with expertise in literacy, math and special education ($225,334). Given research on the effectiveness of tutoring and small group instruction, language arts specialists provided those servces to allow for personalized intervention in reading. The resource teacher provided support in planning, co-teaching, modeling and coaching for teachers in ELA, math and special education. Research has shown that continuous professional development for teachers is effective in improving educational outcomes for students.

Goal 3
Action 3.2 Community and Basic Resources - Given the research on the positive impact of early education on later school achievement for students, funding was allocated for a Director of Early Education ($253,412). This position ensured outreach to the community about available early education programs and their value, professional development for teachers, curriculum and materials, and assessment of the whole child.

Action 3.5 Equitable Technology and Information System Access
Given research on the "digital divide" for underserved students, and how inequity of these resources can lead to poorer student outcomes, the district invested LREBG allocations into ensuring that every student has a personal device ($387,109) and the appropriate educational software ($630,000) to increase academic achievement.

Action 3.6 Reduce Chronic Absenteeism and Suspensions
LREBG allocations funded the position of a Welfare and Attendance Specialist ($92,374). This position serves a liaison between families and schools providing whole-child supports for families. Research is clear that when students attend school they have greater outcomes. This position helps to eliminate barriers facing families that prevent students from being in school.

Goal 4
Action 4.2 MTSS Social/Emotional and Behavioral
Research has shown that supporting the whole child has a positive impact on their overall achievement in school. The district allocated LREBG funds to provide a counselor at all ten schools ($1,295,837).

National School District has funds allocated in the LCAP to support areas of improvement in each goal. For example, Language Arts Specialists will be staffed at all sites for Language Arts support. Counselors will also join the efforts of promoting a greater sense of belonging and engagement in schools. Furthermore, funds are allocated for supplemental programs and materials for tier 2 and 3 supports to provide equitable access to NSD students.

In 2026-27, LREBG carryover funds of $654,622 will be allocated to provide a counselor at all ten schools ensuring social, emotional and behavioral supports are available to students and families. Research shows that school counselors significantly boost student academic success by providing interventions to support the social, emotional and bahavioral needs of students. This allocation supports Goal 4, Action 2 MTSS Social/Emotional & Behavioral.

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.

No NSD schools were identified as CSI schools in 2025.

Support for Identified Schools

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

No NSD schools were identified as CSI schools.

Monitoring and Evaluating Effectiveness

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

No NSD schools were identified as CSI schools.

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
The meetings for LCAP collaboration with Educational Partners included: DELAC on January 21, 2026 DPAC on January 21, 2026 Teacher and Staff Survey February-April 2026 Family Input Survey February-April 2026 Parent Teacher Association Officers for all schools on February 11, 2026 Preschool Committee February 17, 2026 California School Employees Association (CSEA) on February 26, 2026 District Leadership Administration and Principals on March 2, 2026 Student Round Table on March 6, 2026 National City Elementary Teachers Association (NCETA) on April 22, 2026 LCAP Committee Parents/Certificated/Classified on April 29, 2026 SELPA Review : May 7, 2026 By engaging with each of these groups through surveys and focused meetings, NSD sought input through collaboration to better provide educational programs for students and their families.	The engagement process ensured that decisions were informed by the community, not made in isolation. It gave a voice to all members of National School District. The survey analyzed each goal, metrics, and ranked to prioritize action steps to support our learners. In addition, in person focus sessions took place to engage in collaboration and deepen understanding of our LCAP and district supports. The following partners took part in the input: *Families and caregivers *Students *Teachers *Support staff that includes certificated and classified *Administration *Community partners

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

The National School District's adopted LCAP reflects a deep integration of feedback gathered from teachers, students, families, and staff through surveys, listening sessions, and advisory meetings. Across stakeholder groups, there was consistent emphasis on the need for stronger academic supports, more engaging learning opportunities, parent involvement opportunities, and enhanced consistency in social-emotional and behavioral structures.

Goal 1: English Learner and Language Supports
Educational partners emphasized the need for increased supports for English learners, including after-school English language tutoring, expanded bilingual programming, and structured newcomer supports. Teachers specifically requested more training in Designated ELD strategies and differentiation techniques by English language proficiency levels. These insights influenced updates to Goal 1 actions by expanding after school English learner supports and increasing professional development aligned to structured language development and instructional differentiation. Additionally, Goal 1 Action 4 and 5 funds will be redirected to the schools to create site-specific support for ELs and LTELs instead of the district leading that work.

Goal 2: Academic Achievement and Professional Learning
Teachers expressed a need for more targeted, relevant professional development, personalized for their needs. In response, Goal 2 was revised to include professional development on the 2023 CA Mathematical Framework, early literacy instruction and on a new social studies curriculum. Professional development in core content areas will continue with District Resource Teachers (DRTs) providing coaching and support in increasing effective instruction in those areas. To improve instructional equity, the district also refined Goal 2 Action 5 to redirect funding to school site to support students with disabilities and students experiencing homelessness. Schools will develop site-specific plans to provide targeted support in ELA and math for those student groups. In addition, feedback from teachers and parents underscored the importance of minimizing classroom pull-outs and protecting core instructional time. As a result, the district will streamline school day offerings and revise the structure of after school programs to better align with academic goals. Parents also requested timely updates on their child's academic progress, prompting the district to select a new communication platform to strengthen home-school communication.

Goal 3: Family Engagement and Community Partnerships
Parent feedback emphasized the need for continued opportunities for parent and family community- building events that increase student achievement. In addition parents shared the desire to continue to have a district translator available to support in site meetings and district events. Furthermore, parents prioritized keeping the Family Resource Center funding in order to receive referrals, food distribution, and other resources available via district partnership with South Bay Community Services.

Goal 4: Whole Child Supports and School Climate
Students shared a strong sense of being supported by their teachers—over 396 reported that their teacher believes in them, and more than 380 said they feel motivated to learn. However, feedback also highlighted areas for improvement in peer relationships, feelings of safety, and overall school climate. Some students reported concerns about bullying, lack of engaging classes, and ineffective tutoring, indicating the need for more responsive supports. In response, Goal 4 Action 5 was strengthened to include more frequent Tier I SEL instruction delivered by teachers in alignment with counselor programming. The district will also implement 8–10 week tracking cycles to monitor SEL needs and guide responsive intervention. Additional staffing supports, including the continuation of counselors and increased campus supervision, were prioritized based on both student and staff input. To ensure sustainability and cost-efficiency, the district will expand in-house training for Crisis Prevention Intervention (CPI) rather than relying on external providers.

Goal 5: Expanded Day Access to Preschool for State-Only Qualifying Students
Our early childhood education parents met monthly and provided feedback on our district preschool program. In addition, families learned about the new Preschool Transitional Kindergarten Foundations (PTKLF) and shared their desire to fund additional materials to students for targeted phonological awareness and social skills in our preschools. This will give students an even greater successful launch to their educational journey.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	English Learners will demonstrate one-year English language acquisition growth, increased performance on grade level academic expectations and meet reclassification within five years.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

National School District (NSD) is committed to ensuring that all English Learners (ELs) make steady and meaningful progress each year. Our goal is for EL students to grow at least one level in their English language skills annually, improve their performance in grade-level subjects, and be reclassified as fluent English speakers within five years.

This goal is especially important because over half of NSD students (53%) are English Learners. Unfortunately, recent data shows that too many of these students are not yet on track. This goal was developed because only 53.5% of ELs are making progress according to the 2023-2024 California Schools Dashboard, indicating a need for more support to meet growth targets. According to the 2024 California Schools Dashboard, only 43.2% of ELs are making expected progress in learning English. On the 2024 CAASPP state tests, just 10.36% of ELs met grade-level standards in English Language Arts and 11.27% in math. In 2025, the results show some growth, but overall English learners are still not on track. On the 2025 Dashboard 50.5% of ELs made the expected proress in learning English. On the 2025 CAASPP state tests, only 10.52% of ELs met grade-level standards in English Language Arts and 10.87% met grade-level standards in math.

The Dashboard also rated EL progress as “red,” the lowest performance level, at several schools: Kimball, Las Palmas, Olivewood, Palmer Way, and for the district overall. Additionally, low achievement in English Language Arts was flagged at John Otis, Las Palmas, and Olivewood. Long-Term English Learners across the district were also rated "red" in math.

These results highlight a clear need to focus more intentionally on supporting our English Learners. By setting this goal, NSD is taking an important step toward greater equity, academic growth, and long-term success 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	English Learner Reclassification rate will increase by 2% percent based on meeting Summative ELPAC Level 4, normed assessment performance range, teacher recommendation and parent signature.	2023-2024 19.2% reclassification rate	2024-2025 11.22% reclassification rate	2025-2026 9.77% reclassification rate	2026-2027 25% reclassification rate	Decline of 9.43%
1.2	English Learner Progress as measured by the CA Dashboard will increase by 2%.	2023 53.5% Making Progress	2024 43.2% Making Progress	2025 50.5% Making Progress	2026-2027 59.5% Making Progress	Decline of 3%
1.3	CAASPP results for English learners in English Language Arts will increase 2% each year.	2022-2023 13.08% Met/ Exceed	2023-2024 10.36% Met/Exceed	2024-2025 10.42% Met/Exceeded	2026-2027 19% Met/Exceed	Decline of 2.72%
1.4	CAASPP results for English learners in mathematics will increase 2% each year.	2022-2023 12.56% Met/ Exceed	2023-2024 11.27% Met/Exceed	2024-2025 11.01% Met/Exceeded	2026-2027 19% Met/Exceed	Decline of 1.55%
1.5	CAASPP results for dual identified English learners in ELA will decrease 5% each year in Level 1.	2022-2023 76% Level 1; n = 29	2023-2024 87% Level 1; n = 86	2024-2025 86% Level 1; n = 151	2026-2027 41.4% Level 1	Increase of 10%
1.6	CAASPP results for dual identified English learners in math will decrease 2% each year in Level 1.	2023-2024 66% Level 1; n = 29	2024 78% Level 1; n = 86	2024-2025 83% Level 1; n = 151	2026-2027 40.4% Level 1	Increase of 17%
1.7	Increase the number of English Learner parents' participation by 5% each	2023-2024 146 EL Parents participated	2024-2025 250 EL Parents participated in	2025-2026 534 EL Parents participated in	2026-2027 168 EL Parents will participate in	Improvement of 388 additonal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	year in language based workshops, events and leadership committees.		language based workshops, events and leadership committees. This is a 71% increase.	language based workshops, events and leadership committees. This is over a 250% increase.	language based workshops, events and leadership committees. This is a 15% increase.	parents or an increase of 266%
1.8	Long-Term English Learner Progress in Math will be "green" as measured by the CA Dashboard. New metric added in 2025-2026.	2023-2024 N/A	2024-2025 Long-Term English Learner Progress in Math. is "orange" as measured by the CA Dashboard.	2025 Long Term English Learner Progress in Math is "Yellow" as measured by the CA Dashboard.	2026 Long-Term English Learner Progress in Math is "Green" as measured by the CA Dashboard. New metric added in 2024-2025.	Increase of one color level from Orange to Yellow

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.

National School District set a goal to strengthen support for English Learners through four key areas: professional development, curriculum supports, parent engagement, and targeted interventions. While many planned actions were implemented, some areas required mid-year adjustments due to challenges in execution and emerging data trends.

Action 1.1: Professional Development & Coaching for EL Teachers
Some schools participated in GLAD (Guided Language Acquisition Design) training, and most teachers received some coaching sessions from EL experts during the year. However, not all schools had adequate time or opportunity to send teams to GLAD training, and frequency of coaching support varied across sites. While some teachers actively engaged in coaching, others did not access it as readily. In addition, the two English learner resource teachers moved to new postions in January leading to less opportunities for coaching in this area.

Action 1.2 Research-Based Curriculum Supports & Coordinated Services
In the 2025-26 school year, NSD launched a new Dual Language Immersion program at El Toyon Elementary supported by the Director and Coordinator of Educational Services. The school opened a dual language TK class in the 2025 - 2026 school year and will grow by one grade each year. Professional development was provided to the new Dual Language Immersion teachers on effective pedagogy for learning language and content for language learners. In addition, the Director and Coordinator of Educational Services led a focused initiative across the district to improve student performance on the reading and writing portions of the ELPAC that included site visits and support for professional development in these areas. They also provided guidance and support to site leaders and educators to increase EL

performance in ELA and math through professional development that included effective pedagogy for English learners, the use of technology to support language acquistion, and the use of data reports for ELD programs. NSD continued its focus on improving ELPAC and SBAC outcomes, particularly in the areas of testing language and the effective use of accommodations.

Action 1.3: Parent Engagement and Support
Increased opportunities for parent engagement continued in the 2025-26 school year. There was a range of parent workshops, classes, meetings and events. A challenge the district continues to face is the best time for these events. With many working parents, workshops during the day are not as well attended. The district has offered more virtual parent engagement events in the early evening which seems to be aligned to when parents are available. The district continues to do outreach and specifically design workshops for parents of English learners. An ongoing challenge in 2025-26 was finding staff to develop and deliver curriculum for a parent English class. To address this challenge, the district partnered with Sweetwater District to provide parent English classes. In addtion, Community Schools funds were allocated to all ten schools which will augment our attempts to increase parent engagement.

Action 1.4: Targeted English Language Acquisition and Tier II Support
Impact Teachers were deployed to high-need sites to deliver small-group instruction focused on English language development and improving SBAC scores. This plan included the use of an intervention literacy software and targeted instruction in academic vocabulary and test question fluency.

NEW: Action 1.5: District LTEL Progress- Math
In the 2025-26 school year, the District implemented additional support for English learners and Long term English learners in math. These supports included targeted instruction on math language and vocabulary for the major math standards. In addition, strategic use of the NextGen Math program focusing on the language and types of math problems on SBAC was implemented in Tier 2 small group math 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.

National School District's goal to strengthen support for English Learners was implemented through a multi-pronged approach focusing on professional development, curriculum supports, parent engagement, and targeted interventions. While all areas were addressed, notable differences between planned and actual expenditures emerged due to adjustments in response to student needs.

Action 1.1 Professional Development
Expenditures for this action were budgeted at $859,916 and estimated actual expenditures are $718,290. One reason for the difference is that two full-time district resource teachers left their position in December thus, leaving unexpensed funds. Another reason for the difference is that teachers did not need substitutes to release them for collaboration since they were able to collaborate during STEM and VAPA enrichment.

Action 1.2 Curriculum Supports & Coordinated Services:

The allocations for this goal will be spent as planned. The originally budgeted $508,800 was used to support teachers with professional development and coaching in teaching English learners, to open a new Dual Language Immersion program at El Toyon, and to provide targeted intervention programs in math and ELA for multilingual learners.

Action 1.3 Parent Engagement
The district will not expend all funds as planned. Planned expenditures were $20,000. However, there were challenges hiring staff to develop and teach an English language class for parents. Thus, the estimated expenditures will be $10,000.

Action 1.4 Targeted Interventions:
There was no material difference between budgeted and actual expenditures in Action 1.4. The district continued to provide funding for small group instruction to identified schools for targeted support for English Learners.

Action 1.5 LTEL Support in Math NEW
There was no material difference between budgeted and actual expenditures in Action 1.5. The funds were used to hire additonal impact teachers.

The scope and intent of planned services were maintained across all five goal areas. Funds allowed NSD to accelerate and deepen implementation in key areas, especially curriculum supports and targeted intervention. Adjustments to future budgets will ensure alignment between expenditures, capacity, and the continued support of English Learner success.

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

To date, the effectiveness of specific actions aimed at improving outcomes for English Learners has been mixed. Some strategies have demonstrated strong impact, while others revealed implementation challenges that limited progress toward the goal.

Action 1.1 Professional Development proved to be an effective action that included site-based coaching cycles which increased teacher awareness and use of instructional strategies to support English Learners. More teachers are providing differentiated ELD using the Summit K12 platform compared to last year. ELPAC data from 2023-24 and 2024-25 show progress in the percentage of students scoring proficient in learning English. In 2023-24 11.3% of English Learners demonstrated proficiency compared to 14.6% proficient in 2024-25. In addition, on the English Learner Proficiency Indicator (ELPI) on the CA Dashboard, the District went from Red in 2024 to Green in 2025 demonstrating strong growth in English language acquisition. While there is promising growth, the district will continue to focus on professional development for English learners to ensure meaningful progress continues.

Action 1.2 Curriculum Supports and Coordinated Services had mixed results in terms of effectiveness. One successful strategy to support English learners was to implement a dual langauge immersion program. In 2025-26, the District launched a dual language immersion program at El Toyon school positively supporting English learners and promoting biliteracy pathways. The teachers who will serve in the Dual Language Immersion program participated in professional development on strategies to effectively build content and language proficiency in two languages, thus, supporting ELs. While that program launched successfully, the results for dually identified English learners did not meet

the expected growth. The data show an increase in the percentage of students not meeting grade-level standards or scoring at Level 1 on the ELA and Math CAASPP. The percentage of Level 1 in ELA increased from 76% in 2023 to 86% in 2025. Math shows similar outcomes with 66% scoring Level 1 in 2023 increasing to 83% Level 1 in 2025. The number of dually identified students also increased at the time so a deeper dive into the data is needed to be able to provide targeted support for students who are English learners with an IEP.

Action 1.3 Parent engagement efforts continued to be effective, noting a consistent presence at district events, meetings and workshops. There were an additional 388 parents of English learners that participated in workshops, events and leadership committees in 2025 compared to the number in 2023.

Action 1.4 Targeted interventions & Action 1.5 LTEL Support in Math (NEW): The hiring of impact teachers to support EL and LTEL growth in ELA and Math is not proving to be as effective as anticipated. The reclassification rate dropped from 2024-25 11.22% to 9.77% in 2025-26, which is still notably below the baseline of 19.2% . Results for English learners in ELA and math, also resulted in less growth than expected. CAASPP scores for English learners who met grade-level standards in ELA and Math remained relatively flat between 2024 and 2025 (ELA: 10.36% to 10.42%, Math:11.27% to 11.01%). These scores are also still below the baseline data from 2023. One bright spot was Long-Term English learners' growth in math on the California School Dashboard moving from Orange in 2024 to Yellow in 2025. When analyzing these results it is evident that more research about the intervention programs is needed to uncover the reasons for the overall limited growth.

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.

Reflections on the 2025 Dashboard outcomes, input from stakeholder groups, and prior practice have prompted some changes to planned actions, budget allocations and support strategies for the 2026-2027 school year.
Key Changes and Adjustments:

The District will no longer fund Action 1.4 and Action 1.5: Expand Tier II Language & Literacy Interventions and Math Language Proficiency. Instead, direct funding to schools in Action 2.4 will allow them to develop site-specific plans to support ELs and LTELs. In addtion, a new Educational Services Coordinator in Action 1.1 will support ELs as part of their duties through work with principals and teachers.

Coaching and Professional Development Improvements including K - 2 Literacy Enhancement:
Coaching will continue to be offered in math and in Enhanced Core Reading Instruction (ECRI) to deepen knowledge of effective practices in these content areas. An additional focus on best practices for ELs in math and early literacy will be part of the professional learning for staff. In math, the focus will be on strategies for English learners aligned to the new Math Framework. In early literacy, the focus of coaching will move to small group Tier 1 and Tier 2 instruction including Designated ELD for ELA. In additon, professional development will include comprehensive language development opportunities for English learners and on strategies to support dually identified students.

Release/Collaboration Time for Staff
After reviewing the data for EL students from the 2024-2025 school year, it is evident that this target group is not making similar progress compared to their English-only peers. Providing structured collaboration time for staff to analyze EL data and develop strategic plans for EL students is necessary to increase the outcomes in language acquisition and content learning.

ELD Differentiation and Supplemental Curriculum
Feedback from staff indicates a continued need for coaching and support for planning and delivering differentiated instruction for English learners. In response, the district will review the current core and supplemental ELD programs, evaluate teacher needs in differentiated instruction and provide strategic support to teachers in this area. The Director of Educational Services will lead this work with the goal of consistent and effective Designated ELD and Integrated ELD in the content areas.

Bliteracy Expansion
The new Dual Language Immersion program launched at El Toyon School in 2025-26 will expand to kindergarten in 2026-27. To support the ongoing growth, there will be continued professional development and collaboration with Kimball School (TK - 6 Dual Language program) to ensure effective instructional practices are implemented consistently in both schools to support English language development and biliteracy proficiency.

Increased Parent Engagement through Community Schools Grant:
With the district's $9 million award from the California Community Schools Implementation Grant, significant staff and program enhancements will be implemented to deepen family partnerships. These include more bilingual workshops and leadership opportunities at both the district and sites. Funding in the LCAP will allow for a continued parternship with the Sweetwater District to provide English classes for families.

Responding to Input for Newcomer Support:
Feedback from parents and staff emphasized the need for stronger Newcomer support, expanded and differentiated ELD training, and afterschool tutoring aligned to EL needs. These efforts will be supported by ELOP funding and integrated into community school planning.

These changes reflect an ongoing commitment to responsive planning, informed by educational partner feedback and continuous reflection on the effectiveness of prior actions

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	Language Acquisition Professional Learning and Instructional Coaching	To build staff capacity and align with state ELD standards and performance goals, fund one 50% Title 1 and 50% LCFF Math/ELD resource teacher and one 50% Title 1 and 50% LCFF ELA/ELD resource teacher. Fund two full release days per teacher annually (once each semester) to support strategic collaboration and planning for improved EL and LTEL outcomes.	$668,626.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A district coordinator will provide support to schools in English language development as part of their duties.		
1.2	Curricular Supports and Coordinated Services	To expand access and improve outcomes for English learners, fund the Director of Educational Services and support pathways for biliteracy and dual language expansion at school sites. Provide resources for newcomers, Spanish as a second language, and Summit Learning to ensure content access and language development. Allocate federal funds for two Testing and Assessment Center Instructional Aides to support ELPAC administration and data-informed instruction for English Learners.	$442,519.00	Yes
1.3	English Learner's Parent Engagement	To support family engagement and targeted learning for English Learners (EL), this budget will fund English classes for families in partnership with Sweetwater District.	$15,000.00	No
1.4	EL Learner Progress - ELA *For clarity, this action was updated to reflect ELA progress of English Learners.	In 2023, the CA Schools Dashboard identified Lincoln Acres and Olivewood Schools as "red" for progress on ELA CAASPP performance. In 2024, the CA Schools Dashboard identified the whole district as "red" for EL progress with specific schools John Otis, Kimball, Las Palmas, and Olivewood Schools for "red" EL progress on ELA CAASPP performance. In 2025, the identified "red" schools were El Toyon, Las Palmas and Palmer Way. Over time, a consisitent need has emerged district-wide to support student groups. Thus, the district will no longer directly fund this action. Instead, funding for this goal will shift to the schools in Goal 2 Action 4 so they can build a school-based program to address site specific needs.	$0.00	No
1.5	District LTEL Progress- Math *New action step for 2025-2026	In 2023, no schools were identified as "red" for EL performance in math. In 2024, the CA Schools Dashboard identified the district as "red" for EL performance in math as well as Kimball School. The same year ratings for LTELs were release and district LTELs were identified as "orange" in math. In 2025, LTELs improved greatly uping the district's status to "green." However, discrepancies between LTELs and their English-only peers are large; thus, continued support for this student group is needed. In order to	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		address this gap, funding for this goal will now shift to the schools in Goal 2 Action 4 so sites can build a school-based program to address site specific needs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global citizenship through sustainable development goals, exceptional personalized learning, innovation and competency skills.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The National School District developed this goal in direct response to ongoing disparities in student achievement, as evidenced by the 2023 CAASPP data. Proficiency rates remain low across content areas with 30.97% in English Language Arts (ELA), 25.38% in mathematics, and 18.43% in science, highlighting the continued need for systemic academic support. Students with Disabilities (SWD) scored significantly below peers, with only 9.89% proficient in ELA, 8.48% in mathematics, and 7.14% in science. These gaps led to NSD's identification for Additional Targeted Support and Improvement (ATSI), underscoring the urgency of equity-centered action.

In response, NSD is committed to deepening its Multi-Tiered System of Supports (MTSS) to address academic and social-emotional needs across all student groups. This goal reinforces the district's commitment to cultivating the Profile of a National School District Learner. Through targeted supports and personalized learning pathways, students are empowered to act as Exceptionally Prepared Learners who think critically, self-direct their growth, and communicate effectively. MTSS practices foster an innovative mindset by encouraging curiosity, flexibility, and resilience. Supports are structured to ensure all learners experience belonging and care, shaping them into compassionate individuals. Lastly, the goal advances world citizenship by promoting equity, cultural awareness, and a sense of shared responsibility for local and global challenges.

The MTSS framework not only drives academic proficiency but is also intentionally aligned with the United Nations Sustainable Development Goals (SDGs). By integrating inquiry, agency, and global awareness into daily learning, students develop the knowledge and competencies to engage meaningfully with the world around them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Reduce by 4% each year the number of students performing at Tier 3 using iReady diagnostic based on the implementation of ELA common core standards as measured by the Spring diagnostic.	2024 Spring 28% at Tier 3	2025 Spring 22% at Tier 3	2026 Spring 24% at Tier 3	Overall reading spring diagnostic will be 16% of students performing at Tier 3 using iReady diagnostic.	Decline of 4%
2.2	Reduce by 4% each year the number of students performing at Tier 3 using iReady diagnostic based on the implementation of mathematics common core standards as measured by the Spring diagnostic.	2024 Spring 23% at Tier 3	2025 Spring 18% at Tier 3	2026 Spring 19% at Tier 3	Overall math spring diagnostic will be 11% of students performing at Tier 3 using iReady diagnostic.	Decline of 4%
2.3	Increase engagement percentage of "strength" and "high strength" in SEL engagement Panorama assessment by 3% each year.	2023- 2024, 58% of students reported as "strength" and "high strength".	2024-2025, 53% of students reported as "strength" and "high strength".	2025-2026 54.4% reported as "Favorable" (language updated on the 2025-2026 assessment)	2026- 2027, 67% of students reported as "strength" and "high strength".	Decline of 3.6%
2.4	Met Local Indicator 2: Implementation of State Academic Standards adopted by the State Board and a particular focus on the impact on these services is increasing access and growth for unduplicated students.	Local indicators indicated met in the implementation of the academic content and performance percentage progress State standards, including ELD through annual ELPAC CA Dashboard (54%) Local Indicator 2- Met	Local indicators indicated met in the implementation of the academic content and performance percentage progress	Local indicators indicated Met in the implementation of the academic content and performance percentage progress State standards, including ELD through	2026-2027 CA Dashboard Indicator 2- Met ELPAC CA Dashboard 65%	Local Indicator: Met ELPAC Decline of 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			State standards, including ELD through annual ELPAC CA Dashboard (41.1% ELs who progressed one level on ELPAC) Local Indicator 2-Met	annual ELPAC CA Dashboard (49.2% ELs who progressed one level on ELPAC) Local Indicator 2-Met		
2.5	Maintain no findings for Materials Sufficiency as Measured by Williams Visits	2023-2024: No findings for Materials Sufficiency as Measured by Williams Visit	2024-2025: No findings for Materials Sufficiency as Measured by Williams Visit	2025-2026: No findings for Materials Sufficiency as Measured by Williams Visit	2026-2027: Maintain no findings for Materials Sufficiency as Measured by Williams Visits	Maintained
2.6	Annual Williams/SARC Report on Teacher Credentialing: Percentage of teachers Certificated staff are appropriately assigned and fully credentialed in the subject areas and for pupils that they are teaching	2022-2023 data: 100% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned.	2023-2024 data: 93% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned.	2024-2025 data: 88.2% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned	100% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned.	Decline of 11.8% (Special Education)
2.7	CAASPP results in English Language Arts increase 2% each year. LREBG	2022-2023 ELA Smarter Balanced Assessment results: 30.97% met standards	2023-2024 ELA Smarter Balanced Assessment results: 30.77% met standards	2024-2025 ELA Smarter Balanced Assessment results: 33.84% met standards	2026-2027 ELA Smarter Balanced Assessment results: 36.97% met standards	Improvement of 2.87%
2.8	CAASPP results in mathematics increase 2% each year.	2022-2023 Math Smarter Balanced Assessment results: 25.38% met standards	2023-2024 Math Smarter Balanced Assessment	2024-2025 Math Smarter Balanced Assessment	2026-2027 math Smarter Balanced Assessment	Improvement of 2.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LREBG		results: 25.30% met standards	results: 27.90% met standards	results: 31.38% Math	
2.9	CAST results in science increase 2% each year. LREBG	2022-2023 CAST Assessment 18.43% met standard.	2023-2024 CAST Assessment 19.16% met standard.	2024-2025 CAST Assessment 20.89% met standard.	2026-2027 24.43% met standard.	Improvement of 2.46%
2.10	CAASPP results in English Language Arts increase Distance from Standard (DFS) by 30 points each year.	2022-2023 average -80 points Distance from Standard (DFS) for EL, LTEL, SWD, SED, and Homeless.	2023-2024 average -70 points Distance from Standard (DFS) for EL, LTEL, SWD, SED, and Homeless.	2024-2025 average -69 points Distance from Standard (DFS) for EL, LTEL, SWD, SED, and Homeless	CA Dashboard DFS +10 and performance "green" in ELA for EL, LTEL, SWD, SED, Homeless	Improvement of 11 points
2.11	CAASPP results in English Language Arts increase Distance from Standard by 40 points each year.	2022-2023 average -120 points DFS for SWD	2023-2024 average -100 points DFS for SWD	2023-2024 average -106.2 points DFS for SWD	CA Dashboard DFS +0 and performance "green" in math for SWD	Improvement of 13.8 points
2.12	Met Local Indicator 7: Course Access Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable. Programs and services developed and provided to unduplicated pupils. Programs and services developed and provided to students with exceptional needs.	2023 Dashboard Data Local Indicator 7 Met	2024 Dashboard Data Local Indicator 7 Met	2025 Dashboard Data Local Indicator 7 Met	2026-2027 Local Indicator 7 Met	Maintained

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.

Implementation of this goal reflected strong, coordinated efforts to align systems and practices that meet the needs of unduplicated students and students with disabilities. This year there were some substantive changes in personnel that resulted in changes in systems and the levels of support provided to school sites. The district experienced both successes and ongoing challenges as it strengthened its instructional framework and support systems.

Action 2.1 – Data Analysis, Assessment, and Instructional Planning
Ongoing efforts to build teacher capacity in data-informed instruction continued to show positive momentum. One substantive change that occurred in this area was the shift from having five MTSS Coordinators and five Instructional Assistants based at the schools to one District level MTSS Coordinator and to no Instructional Assistants. The Coordinators supported data analysis with teachers, Tier 1 & Tier 2 instruction, and monitoring of intervention groups and those responsibilities moved soley to the principal.

Action 2.2 – Expanded Learning Opportunities
Implementation of expanded learning opportunities was a clear success. Enrollment grew in the 2025-26 school year and program offerings were broadened to include animation, hydroponic gardening and cooking, and swim lessons. These engaging experiences have enhanced student motivation and access to a broader course of study, particularly benefiting unduplicated students and students with disabilities. Participation in these programs also contributed to a strong foundation for improving attendance and social-emotional development, helping to close the opportunity gap.

Action 2.3 – Guaranteed and Viable Tier I Curriculum and Instruction
All students continued to have access to Tier 1 curriculum and instruction. This effort was implemented through continued professional development and provision of materials and curriculum in early literacy (Enhanced Core Reading Instruction), math, and expanded to science in 2025-26.

Action 2.4 – Integrated Multi-Tiered System of Supports (MTSS) - Even without MTSS Coordinators at the site, MTSS implementation continued to improve with an increase in targeted Tier 2 and Tier 3 intervention groups in math and ELA. Broader coaching and support for teachers in early literacy and math by district resource teachers resulted in improvements in differentiating instruction for students below grade level. In addition, the number of impact teachers and after school tutors increased this year providing more unduplicated students with services. The ten Language Arts Specialists funded by LREBG, supported students performing at Tier 3 in ELA.

Action 2.5 – Differentiated Instruction Strategies (Language changed from UDL to Differentiation)
While the original action referenced Universal Design for Learning (UDL), NSD focused instead on implementing differentiated instruction strategies aligned with UDL principles. Impact teacher push-in and pull-out services were provided at targeted schools to support differentiated Tier I instruction, particularly for students with disabilities. Lincoln Acres, Ira Harbison, Las Palmas, Central and Olivewood remained in need of intensified support to address the needs of students with disabilities who performed in the “red” performance level on the

2023 California Dashboard. In 2024 those schools remained in need of intensive support along with John Otis that also scored in the “red” for students with disabilities. Thus, additional impact teachers were funded at those schools to provide strategic, differentiated instruction.

Across all actions, NSD made meaningful progress in system-building, staff development, and student engagement. Teacher feedback and increased participation in enrichment programs reflect growing belief and capacity. However, academic outcomes still indicate the need for more consistent execution of Tier I instruction and improved alignment of Tier 2 interventions. A key challenge has been the timing of available state-level metrics, which do not provide a timely picture of the impact of current-year actions. As a result, NSD placed greater emphasis on local measures such as iReady and stakeholder surveys to monitor implementation and inform real-time instructional adjustments.

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.

National School District’s goal to strengthen Tier I instruction and provide equitable access to academic supports was implemented through a multi-faceted strategy focused on data-informed instructional planning, expanded learning opportunities, professional development, and system-wide support structures. While all planned services were initiated, material differences between budgeted and actual expenditures reflect personnel shifts, phased implementation, and refined delivery models based on student need.

Action 2.1 – Data Analysis, Assessment, and Instructional Planning
This action was budgeted at $3,621,743, with estimated expenditures totaling $2,438,437. The largest decrease in expended funds is due to a shift from five MTSS Site Coordinators to one MTSS District Coordinator and to not staffing MTSS Instructional Assistants. An additional allocation of $480,000 was not spent on a cohort of subs for RtI and Professional Development. Sites met for RtI during scheduled data release times and professional development was delivered during planned District or Site days.

Action 2.2 – Expanded Learning Opportunities
Allocations for this goal will be expensed as planned.The programs began at the beginning of the year with increased enrollment compared to the prior year and have maintained high enrollment throughout the year.

Action 2.3 - Guaranteed and Viable Tier 1 Curriculum and Instruction
Originally budgeted at $2,120,303, this action has estimated expenditures of $683,464. The primary decrease in spending is due to a delay in the adoption of a new Social Studies curriculum until the 2026-27 school year. The pilot occurred this year with an expected purchase during the summer 2026. The second cause for the decrease in expenditures was due to using scheduled district days to provide professional development instead of releasing teachers with substitutes.

Action 2.4 – Multi-Tiered System of Supports (MTSS)
Allocations for this goal will be expensed as planned.

Action 2.5 – Differentiated Instruction Strategies (Language changed from UDL to Differentiation)

Allocations for this goal will be expensed as planned. All identified schools hired impact teachers to support student groups with differentiated instruction.

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

To date, the effectiveness of actions aligned to Goal 2 has been varied, with some bright spots in Tier 1 instruction in ELA and math including differentiated support for some target groups.

Action 2.1 Data Analysis, Assessment, and Instructional Planning - Throughout the year, principals and teachers regularly analyzed state and local measures to identify areas of strength and need. Teachers then used that information to design and deliver targeted lesson plans in response to the data. This focus resulted in growth on the ELA and math CAASPP with an increase of 2.87% and 2.52% respectively for students who met or exceeded standards.

Action 2.2 Expanded Learning Opportunities - Increased tutoring and supports provided before and after school also contributed to the promising results on the ELA and math CAASPP scores (ELA +2.87%, Math +2.52%). In addition, iReady data shows a decrease in the percentage of students in Tier 3 performance (2 or more years below grade level) in reading and math from 28% to 24% and 23% to 19% respectively.These outcomes suggest that targeted supports and access to instructional resources are beginning to yield results, including for high-need student groups. Furthermore, the focus on environmental literacy programs and expanded libraries provided students with increased content knowledge and skills in science, literacy and English language which can have a positive impact on student achievement.

Action 2.3 Guaranteed and Viable Tier 1 Curriculum and Instruction - The purchase of and training for teachers on a new science curriculum resulted in positive growth on the CAST in 2025. The percentage of students meeting grade level standards grew from 19.16% in 2024 to 20.89% in 2025 indicating that instruction for all students is having a positive impact on student achievement.

Action 2.4 Mutli-Tiered System of Support for Academic Achievement - There were multiple efforts in Action 2.4 that contributed to some promising results on the CAASPP scores. Students who met or exceeded proficiency increased in ELA from 30.77% to 33.84% and in math from 25.30% to 27.90%. Contributing actions include a language arts specialist at each school who supported students in reading. Furthermore, coaching from district resource teachers in early reading and math, and additonal impact teachers providing targeted support at all sites contributed to the positive growth.

Action 2.5 Differentiated Instruction Strategies for Academic Achievement - The implementation of differentiated instruction for student groups such as students with disabilities, English learners, socioeconomically disadvantaged and homeless produced some moderate results. When looking at scores for these high-need groups, the results were somewhat promising with the average Distance from Standard (DFS) scores for English Learners (ELs), Long-term English learners (LTEL), students with disabilities (SWD), Socioeconomically Disadvantaged (SE), and Homeless in ELA closing the negative point gap from standard from -80 to -69 and for SWD in math from -120 to -106.2.

Although there are many indicators of the effectiveness of the actions, some metrics declined, indicating systemic areas that require some attention. Panorama data showed a decline in SEL engagement from 58% to 54.4%, suggesting decreased student connection and the need

for increased social-emotional supports. Teacher credentialing dropped from 100% to 88.2% indicating continued concerns about staffing stability and assignments, especially in classrooms serving students with special needs. Finally, English learner progress on the ELPAC decreased from 54% to 49.2% revealing the need to strengthen both designated and integrated ELD instruction.

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.

Reflections on prior practice, drawn from staff and parent input sessions, survey data, and performance analysis, have led to several revisions in the planned actions and metrics for the coming year. These changes are intended to better align efforts with classroom realities, student needs (especially for unduplicated students and students with disabilities), and the district's capacity to implement meaningful support.

Key Changes and Adjustments:

Moving forward, the district will continue a focus on improving Tier 1 instruction, expanding differentiated strategies aligned to grade level standards and stabilizing staffing in special education classrooms. Furthermore, consistent implementation of SEL and ELD strategies will be essential to increased student engagement and connection at school and to increased English language proficiency.

- Tier 1 and Tier 2 Instructional Alignment in ELA and Math

In order to increase outcomes in ELA and Math for all students, targeted professional development on effective instructional practices, including the alignment between Tier 1 and Tier 2 instruction, will be provided to staff. Professional learning will also include strategies to differentiate instruction and include coaching from resource teachers. This action will be an integral part of meeting the diverse needs of students and improving access to core academic content.

- District MTSS Coordinator

The District MTSS Coordinator will continue to support the district and schools by creating and sharing detailed data analyses from multiple measures. This data will guide district and school personnel to make informed decisions about instructional practices, professional development and interventions. Additionally, the MTSS Coordinator will meet with principals and Language Arts Specialists to discuss intervention plans and student progress on assessment data.

- Increased Time for Collaboration and Data-Informed Instruction

Teachers are more consistenly using data to inform their instruction and they have requested additional release time to translate insights into responsive instruction. To support this request, the district will fund grade-level collaboration two times per year to allow for planning for effective and responsive instruction.

- Professional Development in Social Studies and Math

Feedback from teachers and trends in math data indicate a continued need for professional development. Although CAASPP Math scores increased in 2025, there is still room for growth in this area. Teachers will participate in professional learning sessions on the new Math Framework and learn how to strengthen math instruction using current math materials, Go Math! and UCI Math. This professional development will be in preparation for an adoption of a new math curriculum ensuring teachers have the foundational knowledge and pedagogical understanding to instruct using a new math curriculum. Additionally, to strengthen literacy in the content areas, professional development on a new social studies curriculum will prepare teachers to deliver effective instruction for developing content knowledge and

informational literacy skills.

National School District will continue to fund 10 Language Arts Specialists as listed in Action 2.4. A 2023 study by Stanford University researchers found that California's $53 million investment in targeted literacy interventions led to significant improvements in reading proficiency among third-grade students in 75 low-performing schools. Initial success in correlating metrics reinforce continuing with this action.

These changes reflect an ongoing commitment to responsive planning, informed by educational partner feedback and continuous reflection on the effectiveness of prior actions.

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	Data Analysis, Assessment and Instructional Planning	To enhance student learning and achievement, this budget allocation supports data-informed decision making and staffing in key areas such as Theater Arts, STEM, and MTSS, ensuring targeted support for all students.	$1,667,250.00	Yes
2.2	Expanded Learning Opportunities	To enhance student engagement and provide diverse learning opportunities, this budget allocation supports a range of enrichment programs, including animation, arts clubs, and music, aimed at broadening students' educational experiences. It will also fund afterschool, intersession, and summer programs such as REACH for JOY, as well as provide necessary materials, transportation for field trips, and professional development for staff. Additionally, the allocation will support the coordination of extended day services and specialized programs like urban gardening, mindfulness activities, and hydroponics to promote hands-on learning and student well-being.	$8,965,997.00	Yes
2.3	Guaranteed and Viable Tier I Curriculum and Instruction	To improve student achievement and ensure high-quality instruction, this budget allocation focuses on providing professional development for teachers, principals, and staff to enhance their understanding of the California Math Framework, Social Studies instruction, ELA/ELD, and differentiated instruction. It supports the adoption of instructional materials	$1,108,555.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in history-social science, writing, and math. Additionally, the allocation includes training to integrate the United Sustainable Development Goals into content learning, promoting student agency and social responsibility.		
2.4	Multi-Tiered System of Support for Academic Achievement	Funding language arts specialists, resource teachers, and library media specialists allows for personalized intervention and enhanced academic support across subjects. By investing in MTSS implementation and professional development the district aims to provide the necessary tools and resources to address the specific needs of students, including English learners, foster youth, and low-income students. The rationale for this budget allocation is to provide targeted support to improve academic outcomes for unduplicated students and ensure equitable access to grade-level content.	$3,507,386.00	Yes
2.5	Differentiated Instruction Strategies for Academic Achievement Language changed from UDL (2024-2025) to Differentiation (2025-2026).	The 2023 CA Dashboard's "red" status indicates a need for increased support in ELA and Math for students with disabilities (SWD). In 2023, schools with "red" status included: Lincoln Acres ELA for all, English learners, Hispanic, socio-economically disadvantaged, and students with disabilities, and in Math for students with disabilities; Ira Harbison ELA for students with disabilities; Las Palmas ELA and Math for students with disabilities; Central ELA and Math for students with disabilities, and Olivewood Elementary ELA for English learners. In 2024 schools included: Kimball, Las Palmas, Olivewood, and Palmer Way Schools and in 2025, schools included: El Toyon, Las Palmas and Palmer Way. Differentiated instruction will enhance teaching practices and provide tailored support to these students at schools in the "red" status on the 2023 - 2025 CA Dashboard. In 2026-27, these funds will be allocated to each school as part of Action 2.4 MTSS so they can design targeted support for the needs of specific student groups enrolled at their site.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, students with disability and low income students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to both local data and a strong body of research confirming the positive impact of family engagement on student outcomes. Data from the 2022–2023 California Healthy Kids Survey (CHKS) indicate that while 73% of students report feeling safe at school and 80% of staff believe their campus is a safe and welcoming environment, chronic absenteeism remains a significant concern, with rates reaching 40%. These findings suggest a gap between perceptions of safety and actual student attendance, pointing to a need for deeper connection and support between home and school.

Extensive research highlights that family involvement is a key predictor of improved academic performance, increased school attendance, and greater student self-esteem (Pérez Sánchez et al., 2013; Tárraga et al., 2017; Garbacz et al., 2017; Ross, 2016). Moreover, family engagement has been shown to foster positive school attachment (Alcalay et al., 2005) and contribute to a healthy school climate (Cowan et al., 2012). Programs that support and empower families to participate actively in their child's education can yield long-term benefits for students, families, and the broader school community (Jeynes, 2012; Catalano & Catalano, 2014).

This goal reflects NSD's commitment to building strong, inclusive partnerships with families to address the academic and social-emotional needs of all learners, especially English learners, foster and homeless youth, students with disabilities, and those from low-income households.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Met Local Indicator 3: Parent Involvement	2023 Parent and Family Engagement CA	2024 Parent and Family	2025 Parent and Family	2026 2023 Parent and Family	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Focused on seeking parent input, participation for the school district and each school principally directed towards SWD and unduplicated pupils.	Dashboard Indicator 3- Met	Engagement CA Dashboard Indicator 3- Met	Engagement CA Dashboard Indicator 3- Met	Engagement CA Dashboard Indicator 3- Met	
3.2	Increase percentage of response on CHKS parents feel Involved in school each year by 5%	CHKS 2022-2023 data indicates: "welcoming place" 82% of parents feel involved in school.	CHKS 2023-2024 data indicates: welcoming place 93% of parents feel involved in school.	CHKS 2025 data indicates that 90% of parents feel welcomed at school and able to participate in their child's education.	2026-2027 CHKS "Welcome at School" 74%.	Improvement of 8%
3.3	Increase by 5% NSD California Healthy Kids Survey (CHKS) students and staff feel safe in school and motivates learning.	CHKS 2023: data indicates: 73% of students feel safe at school 89% of staff feel school is safe.	CHKS 2024: data indicates: 64% of students feel safe at school 92% of staff feel school is safe.	CHKS 2025 data indicates that 78% of students feel safe most or all of the time at school and 96% of staff agree that school is a safe place.	CHKS 2026-2027 data indicates: 74% of students feel safe at school. 100% of staff feel school is safe.	Improvement of 5% Students Improvement of 7% Staff
3.4	2026 Facilities Inspection Tool (FIT) 100% of schools with rating of "good' or better ("Good"= 90-98.99%)	2023 Facilities Inspection Tool (FIT) 100% of schools with rating of "good' or better ("Good"= 90-98.99%)	2024 100% of schools with rating of "good' or better ("Good"= 90-98.99%)	2025 100% of schools with rating of "good' or better … with the lowest being at 93% ("Good"= 90-98.99%)	2026 Facilities Inspection Tool (FIT) 100% of schools with rating of "good' or better.	Maintained
3.5	Reduce Chronic Absenteeism Rate by 10% each year as reported on the CA Schools Dashboard	2023 dashboard indicates "medium" 40% chronic absenteeism	2024 dashboard indicates "medium" 29.3% chronic absenteeism	2025 dashboard indicates "medium" 24.9% chronic absenteeism	2026-2027 dashboard indicates "medium" 26% chronic absenteeism	Improvement of 15.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Annual audit of software usage and purpose to ensure access to effective programs aligned to standards based materials for targeted students (English learner, low income, foster youth/homeless, students with disabilities)	Software audit 2024 data: 90% of software is utilized for expected purpose.	Students integrated use of technology is at 75%	Students integrated use of technology is at 37.5%.	Students integrated use of technology is at 100%.	Decline of 52.5%
3.7	Increase preschool enrollment and the number of inclusionary spots by 10% each year.	2023-2024 135 students and 5% inclusion spots.	2024-2025 168 students and inclusion of 34 students (20%)	2025-2026 129 students and inclusion of 29 students (22%)	2026-2027 175 students and 30% inclusion spots.	Improvement of inclusion 17% Decline on preschool gen. ed enrollment by 5 students
3.8	Increase rating of the percentage of students integrated use of technology in annual teacher survey by 3% each year.	2024 Baseline to be established.	2025 Certificated Survey: 75% of software was rated as beneficial or highly beneficial.	2026 Certificated Survey: 24.5 % of software was rated as beneficial or highly beneficial.	2027 Certificated Survey: 80 % of software was rated as beneficial or highly beneficial.	Decline of 51.5%
3.9	CA School Dashboard - Maintain 0% expulsion rate. Reduce suspension rate to <1.0%	2023 CA School Dashboard: Suspension rate for all students 2% Suspension rate for Foster Youth 0% Suspension rate for Two or More races 1.2% Expulsion Rate: 0%	2024 CA School Dashboard: Suspension rate for all students 1% Suspension rate for Foster Youth 0% Suspension rate for Two or More races 1.3% Expulsion Rate: 0%	2025 CA School Dashboard: Suspension rate for all students 2.9% Expulsion Rate: 0%	2026-2027 Maintain 0% expulsion rate. Reduce suspension rate to <1.0%	Increased Suspension Rate by .9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Increase attendance rate by 1% annually	2024: 92% attendance rate	93% attendance rate	92% attendance rate	2026-2027 95%Attendance Rate	Maintained

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.

Implementation of Goal 3 actions demonstrated meaningful progress in increasing family engagement, improving school climate, and supporting targeted student groups. The district strategically advanced all six planned actions, with some variations in implementation timelines and areas identified for further refinement.

Action 3.1 – Family and Community Partnerships for Student Achievement
Efforts to expand and deepen family partnerships resulted in increased engagement and a stronger sense of belonging. NSD met the Local Indicator for Parent Involvement on the 2024–2025 CA Dashboard and remains on track for 2025–2026 (Metrics 3.1, 3.2). Initiatives such as “Coffee with Families,” committees, parent forums, and Community Schools have boosted parent participation. Additionally, the district continues enrollment in the UCSD Parent University, helping families access college-accredited learning opportunities. Furthermore, according to 2024-2025 California Healthy Kids Survey (CHKS) data, the percentage of parents who feel welcomed and involved at school increased significantly from 61% to 87%.

Action 3.2 – Community and Basic Resources
Through National School District Community School coordinators and TOSAs (Teachers on Special Assignment, Community Schools), the district has increased the awareness on resources available for families to support positive student outcomes. 9 out of 10 schools have a designated Community Schools contact. In addition, the district has established a monthly newsletter that includes information on the Family Resource Center, city resources, and district events and supports. This information is provided to 100% of families in their preferred language.

Action 3.3 – Learning Environments and School Access
Facility maintenance and safety continued to be a strength, with the Facilities Inspection Tool (FIT) maintaining 100% of schools with rating of "good' or better (Metric 3.4). The CHKS 2024-2025 data showed that staff perception of safety is strong at 90% (Metric 3.3). However, student perception of safety is 78%, signaling a need for continued focused intervention. In response, the district is increasing Tier 1 behavioral supports, expanding student voice opportunities, and strengthening our partnerships with PBIS teams at all 10 school sites to support school climate.

Action 3.4 – Pre-Natal to Third Grade Community-Based Opportunities

This year NSD has full implementation of Transitional Kindergarten. Nonetheless, the district still serves 6 preschool classrooms at full capacity with 22% of students with IEPs integrated into the general preschool education classrooms. In addition, all sites have received the P-3 Learning Progressions to support in the alignment of standards and rigor required for student success.

Action 3.5 – Equitable Technology and Information System Access
100% of teachers use Panorama Dashboard to look at whole-child, student data (academics, assessments, attendance, SEL, interventions). The district conducted a certificated educational software survey and had mixed feedback on most of the programs. 24% of respondents in the LCAP survey believe it should be a priority to keep software programs to supplement resources.The usage data on parent tools also showed over 90% parent-teacher two-way communication using a communication digital platform.

Action 3.6 – Reduce Chronic Absenteeism and Suspensions
The district improved in attendance with the Ca. Dashboard metric of 24.9% students chronically absent. This is a 4.4% improvement from the previous year. Children and families want to come to school. There has been an increase in suspensions by an additional 1.9% for the most recent Ca. Dashboard. This data highlights the need for strategic interventions that include whole-child community school strategies, attendance supports, SEL and trauma-informed practices, and engaging broad course of study opportunities that appeal to all learners.

Challenges and Adjustments
Student-reported safety remains a concern. While adult perceptions improved, the decline in student ratings highlights the need for more intentional strategies to foster a sense of safety and inclusion. These are addressed in Goal 4.6.

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.

Implementation of Goal 3 reflected a coordinated effort to build safe, inclusive environments that support student wellness and learning. While no substantial changes were made to the planned actions, implementation varied based on staffing, procurement timelines, and school-specific capacity. Differences between budgeted and estimated actual expenditures are explained below.

Action 3.1 – Family and Community Partnerships for Student Achievement
This action was budgeted at $856,795, with estimated actuals at mid-year totaling full amount.

Action 3.2 – Community and Basic Resources
This action was budgeted at $413,412. Estimated actuals at mid-year totaling $90,000.

Action 3.3 – Learning Environments and School Access
With a budget of $967,393 with projected year-end expenditures of lower amount to $667,393.

Action 3.4 – Pre-Natal to 3rd Grade Community-Based Opportunities
Staffing and outreach has been successful. The state has a "hold harmless" California Sate Preschool Program implementation for 25-26 school year. The programs receives full funding regardless of enrollment.

Action 3.5 – Equitable Technology and Information System Access
This action had a significant budget of $3,224,057, with estimated expenditures of $1,551,638 by end of year. This reflects accelerated implementation of 1:1 devices, expanded software access, and IT infrastructure upgrades.

Action 3.6 – Reduce Chronic Absenteeism and Suspensions
This action was budgeted at $182,374. Estimated actuals totaling $102,374.

Across all actions, NSD made meaningful progress in building systems to support family engagement, safe schools, and equitable access to technology and early learning. While implementation timelines varied, outcomes such as increased inclusion enrollment in preschool, reduced absenteeism from baseline, community school strategies expansion, and greater family involvement demonstrate positive impact. Some of the funds not expended in 2025–26 will support continued implementation next year.

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

The actions implemented to support Goal 3 have demonstrated effectiveness in several key areas, particularly in family engagement, preschool inclusion, and chronic absenteeism.

Action 3.1 – Family and Community Partnerships for Student Achievement
The district made progress through “Coffee with Families,” Parent University workshops, Community Schools, and NSD's Annual Resource Fair. The 2025 California Healthy Kids Survey showed 90% of families reporting they feel welcome and involved.

Action 3.2 - Community and Basic Resources
The Family Resource center continues to provide support to a number of families in the community. Their services are promoted through monthly family newsletters and by the ten Community School TOSAs or Coordinators. Indicators such as an improvement of 15% in the reduction of chronic absenteeism demonstrates that the supports families receive are having a positive imact on student attendance, engagement and success. In addtion, an 11% increase of parents feeling welcome at school also provides some insight that families are receving the supports available to them by the schools.

Action 3.3 – Learning Environments and School Access
The Facilities Inspection Tool (FIT) maintained 100% of schools with rating of "good' or better ratings, and staff perception of safety rose from 90% to 96%. Student perception of safety increased (from 64% to 78%). Nonetheless, the staff to student descrepency highlights the need for continued work in this area, which will be addressed through Goal 4.6 strategies- Counselors at every site, Positive Behavior Intervention Supports (PBIS), and trauma-informed care.

Action 3.4 – Pre-Natal to 3rd Grade Community-Based Opportunities
This action was fully implemented with preschool enrollment and an increase to 22% of inclusion spots in preschool.

Action 3.5 – Equitable Technology and Information System Access
Based on the staff survey, there is a strong implementation of key platforms like i-Ready, Panorama, and Next Gen Math. Other programs rated less effective, such as ARC and Lexia will not be renewed next year.

Action 3.6 – Reduce Chronic Absenteeism and Suspensions
Despite slower implementation in attendance initiatives, outcomes were positive: chronic absenteeism declined from 29.3% to 24.9%. However, suspensions increased from 1% to 2.9%. Foster youth suspensions remained at 0%.

Consistent outreach through districtwide advisory councils, Community Schools, Parent Newsletters, UCSD Parent University, and regular site-level events such as "Coffee with Families" have contributed to increased parent involvement. This is supported by the 2025 CHKS data, which shows a rise in parent involvement sentiment. In preschool, special education enrollment increased from 5% to 22% in general education settings. Chronic absenteeism decreased from 29.3% in 2024 to 24.9% in 2025, surpassing the 5% annual reduction goal.

Staff survey results further validate these successes. Most teachers rated teacher-student relationships, SEL strategy instruction, and access to counseling services as "Very Beneficial" to student well-being. Additionally, over 80% of teachers expressed confidence in delivering daily SEL aligned with PBIS and counselor lessons.

Despite these gains, some indicators highlight the need for further attention. Student perceptions of safety is still less than 80%, with CHKS data showing an increase from 64% to 78%. Additional training has been done this year with Harmony SEL curriculum for teachers and counselors.

Moving forward, the district will prioritize targeted professional development in whole-child approach, student-centered engagement strategies, and clearer alignment across Multi-Tiered System of Supports (MTSS) to ensure more consistent implementation and improved outcomes at all levels of support.

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.

Reflecting on prior practice, results, and input provided, several key adjustments have been made to better align with the district's priorities and improve implementation outcomes for the coming year.
Key Changes and Adjustments:

National School District will have a community school teacher on Special Assignment or coordinator at every school site to support the whole-child approach and enhance family engagement and community partnerships.
The district will be more intentional with digital resources that are offered to students based on usage data and staff survey.
In response to community feedback, the district will host additional family events, cultural nights, and quality assemblies, especially during evening hours, to maximize family engagement. Dedicated family "liaisons" will also be in attendance to facilitate stronger connections with families and local community partners.

These changes reflect an ongoing commitment to responsive planning, informed by educational partner feedback and continuous reflection on the effectiveness of prior actions. In particular, our community schools strategies across all schools demonstrate a commitment to family engagement, collaboration, and capacity building.

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	Family and Community Partnerships for Student Achievement	To improve student engagement and support families, funding will be allocated to enhance communication and services. A district translator will help ensure that families have the resources they need to support their children's education, while transportation resources will address attendance challenges. Workshops for parents and collaboration with external agencies will further strengthen family-school connections and provide valuable community resources.	$563,565.00	Yes
3.2	Community and Basic Resources	A family resource center will provide families and students with resources and supports that might be barriers in students thriving to their full potential in their education. In addition, this goal will support our community schools strategies with stronger parent engagement, collaboration, and capacity building. These efforts aim to create smoother transitions in elementary and middle school and increase readiness for our most vulnerable students.	$382,802.00	Yes
3.3	Learning Environments and School Access	Chronic absenteeism continues to impact student learning, especially for English learners and students living in poverty. Providing and maintaining safe, functional, and flexible learning environments removes key barriers to attendance and engagement. These actions support student access to instruction and help close opportunity gaps across school sites.	$360,769.00	Yes
3.4	Pre-Natal to 3rd Grade Community Based Opportunities	To better support families and learners, National School District is expanding learning access and continuously identifying community needs through parent and staff meetings, outreach, canvassing, and focus groups. Funding supports Community Schools strategies that support the whole-child. These services provide families, especially socioeconomically	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		disadvantaged, foster/homeless, those with English learners and children with disabilities, access to education, health, and parent supports from birth through their entire education in National School District.		
3.5	Equitable Technology and Information System Access	To ensure all students, especially those who are underserved, have equitable access to high-quality learning, National School District invests in updated technology, software, and training. This includes educational platforms, assistive technology for students with disabilities, device refresh cycles, and upgraded infrastructure to support teaching, learning, and data systems. Funding also supports staffing for IT, data reporting, and instructional technology to ensure safe, effective, and innovative integration of technology districtwide.	$3,201,577.00	Yes
3.6	Reduce Chronic Absenteeism and Suspensions	In 2023, the CA Dashboard identified the district as "red" for chronic absenteeism for student groups Asians and mixed race. In addition, these schools also were "red" in chronic absenteeism for the following student groups: Ira Harbison - all and Hispanic; Lincoln Acres - Homeless and students with disabilities; Palmer Way - English learners, socio-economically disadvantaged and students with disabilities. The 2023 CA Dashboard identified the district as "red" for suspensions for African Americans. The following schools were also identified as "red" in suspensions for the following student groups: El Toyon - students with disabilities; Lincoln Acres - homeless; Olivewood - all, English learners, Hispanic, socio-economically disadvantaged; Palmer Way - Hispanic. To address chronic absenteeism and suspension rates, particularly among students with disabilities, homeless students, socioeconomically disadvantaged students, and English learners, we will allocate funding for a Welfare and Attendance Specialist that will serve as a liaison between families and schools providing whole-child supports for families.	$94,817.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide an integrated multi-tiered framework of support that incorporates social emotional learning and positive behavior intervention to improve individualized student outcomes and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to both local data and a strong body of research confirming the positive impact of social-emotional learning (SEL) and multi-tiered systems of support on student well-being and academic engagement. In the National School District (NSD), local data from the student competency and well-being measure on Panorama surveys reveal that only 47% of students in grades 3–5 and 43% in grades 6–12 demonstrate adequate emotional regulation which is a foundational skill for learning.

This finding signals the need for a more integrated, districtwide approach to supporting students' social-emotional development. Research from the Yale School of Medicine (2023) reinforces this need, showing that high-quality SEL programs significantly enhance students' sense of safety, inclusion, and belonging, critical conditions for academic and behavioral success.

By establishing this goal, NSD aims to strengthen its multi-tiered framework of support, improve alignment between SEL instruction and positive behavior interventions, and ensure that every student experiences a safe, supportive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA School Dashboard - Maintain 0% expulsion rate. Reduce suspension rate to <1.0%	2023 CA School Dashboard: Suspension rate for all students 2% Suspension rate for Foster Youth 0%	2024 CA School Dashboard: Suspension rate for all students 1% Suspension rate for Foster Youth 0%	2025 CA Dashboard: Suspension rate for all students rose to 2.9%.	CA Dashboard 2026-2027 Suspension/Expulsion Rates Suspension 0% FY 0% Two or More 0%	Increase of 0.9% for all students Foster Youth: No data available due to small student size (<8).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Suspension rate for Two or More races 1.2% Expulsion Rate: 0%	Suspension rate for Two or More races 1.3% Expulsion Rate: 0%	Foster Youth: No Data Available due to small student size (< 8). 2 or More Races: Increase to 4.5% Expulsion Rate: Maintained at 0%	Expulsion Rate: 0%	Increase of 3.3% for Two or More races Maintained Expulsion Rate: 0%
4.2	Met Local Indicator 6: School Climate Focused on suspension and expulsion rates, and other local measures to monitor student, parents, and teachers sense of school safety and connectedness.	CHKS 2023 (Safety): 73% of students feel safe at school, 89% of staff feel school is safe, and 91% of parents feel school is a safe place. CHKS 2023 (Connectedness): Parent Feel Welcomed 86%, Students Feel Connected 65%, and staff feel the school is an Inviting Place to Work 92%.	CHKS 2024: data indicates: 64% of students feel safe at school 92% of staff feel school is safe, and 91% of parents feel school is a safe place. CHKS 2024 (Connectedness): Parent Feel Welcomed 91%, Students Feel Connected 70%, and staff feel the school is an Inviting Place to Work 84%.	CHKS (Safety) 2025-26: Student Safety: 78% Students Feel Safe (All or Most of the Time)-5% Increase from baseline. 96% Staff Feel Safe at School-7% Increase from baseline. 92% Parent feel school is a safe place-1% increase from baseline. CHKS (Connectedness) 2025-26: Parent Feel Welcomed 90%-4% increase from baseline.	2026-2027 CA Dashboard Local Indicator 6- Met	2025-26 Data: Sense of student safety Increased by 5% from baseline. Sense of staff safety increased to 96%; 7% increase from baseline. Sense of parent safety increased to 92%; 1% increase from baseline. Parent sense of being welcomed at school is at 90%; 4% increase from baseline. Student sense of connectedness is at 73%; 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students Feel Connected 73%-8% increase from baseline. Staff feel that school is an inviting place to work, 89%-3% decline from baseline.		increase from baseline. Staff sense of connectedness is at 89%; 3% decline from baseline.
4.3	Pupil services, administrators or teachers appropriately assigned.	2022-2023 data: 100% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned.	2023-2024 data: 93% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned.	2024-2025 CalSAAS Data: 88.2% of Staff Fully Credentialed and Appropriately Staffed 2.4% Misassigned	100% of certificated staff are appropriately assigned and fully credentialed in the subject areas and for pupils that they are teaching	2024-2025 CalSAAS Data: Decrease of 11.8% from baseline
4.4	Reduce Number of Number of "Major" and "Minor" behavior Incidents across district LREBG	2024: "Major" incidents -783 and "Minor" incidents - 2229 across district	2025: "Major" incidents - 483 and "Minor" incidents - 2,000 across district	2026: Major Incidents: 946 Minor Incidents: 2240	2027: Number of "Major" Incidents-483 and "Minor" Incidents-2000 Across District	2026 Data: Major: Increase of 163 Incident Minor: Increase of 11 Incidents
4.5	PBIS Implementation: Percent implementation according to the Tiered Fidelity Inventory (TFI) at each school.	2023: 60% of schools received Platinum for Positive Behavioral Intervention and Support	2023: 50% of schools received Platinum for Positive Behavioral Intervention and Support	2025: Platinum: 8 Schools (80%)	Tiered Fidelity Inventories (TFI) completed three times yearly through the Positive Behavioral	2025: Improvement of 20% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LREBG			Gold: 1 School (10%) Silver: 1 School (10%)	Intervention and Support database 2024 100% of schools received Platinum	
4.6	Increase Student Competency and Well Being Measure: Perceived sense of school connectedness and safety at school LRBEG	2024: Emotional Regulation 3rd-5th- 47% 6th- 43%	2024: Emotional Regulation 3rd-5th- 48% 6th- 45%	2026: Emo. Regulation (Gr 3-5): 49% Emo. Regulation (Gr 6): 49%	Student Competency and Well Being Measure: Emotional Regulation (3rd-5th) 67% (6th-12th) 63%	2026: Improvement of 2% for Grds 3-5 and 6% for Grd 6, from baseline.

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.

The district has made progress in implementing planned actions, particularly in student safety, behavior interventions, and staff development. Some challenges required adjustments to ensure impactful implementation. Below is a structured breakdown of implementation under each action.

2026: Action 4.1: Retain highly qualified teachers and staff with specialized credentials and skills to support unduplicated pupils, with a particular focus on multilingual learners, students with disabilities, and students with behavioral and social-emotional needs. Based on the data from 2025, NSD had 88.2% of the certificated staff in place and with proper credentialing. Based on dashboard data from 2025, NSD outperformed both county and state averages in this area. NSD continued partnerships with higher education agencies and the San Diego County Office of Education to strengthen and develop partnerships that included mentorship programs and recruitment for “hard-to-fill” positions. Additionally, internal recruitment of current classified staff was done to encourage continuing education and placement in credential programming.

The district maintained its partnership with local law enforcement, ensuring that two School Resource Officers (SROs) were available to support school safety. The partnership with NCPD, ensuring SRO presence on campus, continued as part of the larger focus on school safety and support. Staff’s sense of safety was maintained at 89% as measured by the CHKS in 2025, and when compared to CHKS data obtained in 2023.

The partnership with Rady's Children's Hospital continued and provided Student Health Assistants as well as Registered Credentialed School Nurses to address the various and complex health concerns and needs of the students and the school community.

The partnership with VBA continued, but with a more strategic focus. The VBA partnership focused on providing high-quality and intensive behavior support to students who present with the highest behavioral needs. NSD continued to build internal capacity by continuing the ongoing behavioral training of current classified instructional assistants.

The specific partnership with SBCS (Family Youth Leaders for Attendance and Engagement) was discontinued to allow for a broader and local system of improving chronic absenteeism. Current staff, School Counselors, and School Office Technicians, were provided with opportunities to engage in systems that would provide a more nuanced and supportive role when addressing chronic absenteeism.

Action 4.2: MTSS Social/Emotional & Behavioral
General education support specialists were funded and deployed across the district to provide targeted interventions. Their work aimed to reduce unnecessary special education referrals and address the elevated 21% special education rate, a residual impact of the COVID-19 pandemic. A districtwide integrated referral system was developed and launched. However, full implementation was challenged by varying levels of staff training and familiarity, highlighting the need for ongoing professional development to ensure system alignment.

Professional development continued with various stakeholders to continue the districtwide integrated referral system that was developed and launched. Additionally, specific and strategic professional development was provided by F3 (NSD's legal counsel) to ensure calibration on the specific legal obligations pertaining to special education referrals and identification. Additionally, in partnership with the ED&D team from the South County SELPA, professional development was brought to specialists on disproportionality with students who are English language learners and on disciplinary actions.

Based on the SEL survey conducted throughout the school year, NSD saw noted improvements in measures of well-being and perceived sense of school connectedness. In 2025, positive emotional regulation was rated to be 49% for students in grades 3 through 5, which is an increase of 2% from baseline in 2024. For students in 6th grade, a positive increase of 6% was seen in ratings of emotional regulation when compared to baseline in 2024.

As of Spring 2026, based on the Tiered Fidelity Inventories conducted at the 10 school sites, NSD is on track to meet 100% platinum designation in the fall, pending application and award notification.

CPI training continued as part of the NSD core professional development for select certificated and classified staff. The CPI training focuses on de-escalation strategies to prevent students from engaging in unexpected behaviors as well as reduce the probability of physical behaviors from taking place. Based on restraint and seclusion data reported to the CDE, NSD had zero instances of students having to be physically restrained or secluded for both the 23-24 and 24-25 school years.

However, recent data from the CA dashboard indicates an uptick in the number of students who were suspended at least one day. Based on the 2025 data, 2.9% of students were suspended for at least one day from school. This is an increase of 0.9% from baseline in 2023 and a 1.9% increase from 2024. The student group with the largest increase in suspensions was for students who are of two or more races. This student group saw an increase of 3.3% from baseline in 2023 and a 3.2% increase from 2024.

Based on the current data (Spring 2026), Major Incidents increased by 163 and Minor incidents increased by 11. Although the data demonstrates an increase of overall number of incidents, the increase is modest and can be partially attributed to a refinement in the reporting system and structure that is in place. An area of continued need is professional development with certificated staff on strategies to mitigate incidents and to effectively respond to incidents.

Mental health supports provided through CareSolace and Nueva Vista were continued. As of the spring of 2026, a total of 1,677 communications were made across a total of 33 cases. The primary mental health concern that was being addressed through these communications and cases was Trauma with over 40% of the communications. Based on the 2026 CHKS administration, 72% of students report feeling good and happy which is an increase from 70% in 2025. Additionally, frequent sadness is down to 20% from 22% in 2025. This is indicative of the continued supports that are being provided by staff and community partnerships in the area of mental health.

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

The district has made necessary adjustments to its budgeted expenditures for both Action 4.1 and Action 4.2 in response to increased demands for services and support. These adjustments were essential for meeting the needs of unduplicated students, enhancing school climate, and expanding behavioral and mental health services. While the expenditures exceeded the initial budget, these investments are contributing to improved outcomes in suspension reduction, student safety, and overall support services.

Action 4.1: Retain highly qualified teachers and staff with specialized credentials and skills to support unduplicated pupils, with a particular focus on multilingual learners, students with disabilities, and students with behavioral and social-emotional needs.
The district initially budgeted $11,264,510 for Action 4.1, which focuses on reducing suspension rates and expanding student support services. The projected end-of-year expenditures are $11,264,510. The funds were essential to meet the growing demand for interventions and behavioral support services, ensuring that the district could continue to provide crucial services without interruption. These investments are leading to positive outcomes, including a reduction in suspension rates and enhanced student engagement. Moving forward, the district will continue to monitor these expenses to ensure sustainability while maintaining effective services for students.

Action 4.2: MTSS Social/Emotional & Behavioral Action
For Action 4.2, the district originally allocated $2,457,375, with projected end-of-year expenditures at $2,394,513. This goal was driven by the expansion of Positive Behavioral Interventions and Supports (PBIS), additional Restorative Practices training, and a significant increase in student mental health services. These expenditures were necessary to address the growing need for mental health resources and behavioral interventions across the district. Although adjustments were required to meet demand, they have contributed to improved staff perceptions of safety, as reflected in the district's safety surveys. However, the decline in student safety perceptions underscores the need for continued focus on refining safety strategies. The district remains committed to making continued investments to strengthen both staff and student safety, with close attention to the effectiveness of these initiatives. The ten school counselors continue to implement Tier 2 and Tier 3 behavioral and emotional interventions.

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

In reviewing the progress made toward Goal 4 Actions 1 and 2, several notable outcomes have been achieved.

Action 4.1: Retain highly qualified teachers and staff with specialized credentials and skills to support unduplicated pupils, with a particular focus on multilingual learners, students with disabilities, and students with behavioral and social-emotional needs.

The district has made significant strides in supporting unduplicated pupils, particularly multilingual learners, students with disabilities, and those with behavioral and social-emotional needs. The district has maintained a 0% expulsion rate, reflecting the effectiveness of its targeted interventions. Based on the 2025 CA School Dashboard, the overall suspension rate did increase to 2.9% which may be indicative of a stronger adherence to procedures and protocols.

Safety perception data also reflects strong progress. The CHKS 2025-26 Staff Sense of Safety increased from 89% to 96%, demonstrating a substantial improvement in school climate and staff confidence in safety measures. Conversely, the student safety rating saw an increase from 73% to 78% suggesting that the district's safety efforts need review from the perspective of students. The district successfully met the 2025 Dashboard Local Indicator 6, affirming that key safety and climate standards were achieved.

To build on this momentum, the district will focus on refining support structures to further reduce disparities in discipline rates, particularly for students of diverse racial backgrounds. Continued investment in specialized teacher credentials and targeted support programs for unduplicated pupils will be essential in achieving these goals.

Action 4.2: MTSS Social/Emotional & Behavioral

Although the number of major and minor behavioral incidents rose from baseline to 946 and 2,240, respectively, this may be indicative of a stronger system of documentation and reporting. Additionally, the Tiered Fidelity Inventories (TFI) conducted three times annually further demonstrate the district’s commitment to continuous evaluation and improvement of behavioral support systems.

The district also made significant progress in student emotional regulation, a key component of student well-being. Among 3rd-5th graders, emotional regulation increased from 47% to 49%, while 6th graders saw an increase from 43% to 49%. These gains reflect the effectiveness of the district’s social-emotional learning (SEL) programs and targeted interventions.

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

Based on year-end analysis of Goal 4 implementation—including 2024 Tiered Fidelity Inventory (TFI) results indicating that 80% of schools are expected to achieve platinum designation for behavioral interventions—the district will refine its implementation strategies to ensure full alignment across all sites.

Key Changes and Adjustments:

- Strengthen Tier 1 implementation within classrooms.

- Schools will support teacher-led social-emotional learning (SEL) lessons, aligned with counseling lessons, to ensure SEL strategies are embedded throughout the instructional day rather than siloed.
- The district will introduce formative tracking cycles every 8–10 weeks to monitor progress on specific TFI components.
- Maintain counselor staffing to uphold current levels of SEL and behavioral support .
- Expand in-house staffing (e.g. special education personnel) to strengthen both behavioral and academic supports.
- Increase authentic learning opportunities that foster student engagement and social-emotional development.
- Continue and enhance PBIS efforts across all schools.
- Deepen SEL instruction to further promote students' feelings of safety, belonging, and emotional well-being.
- Implement additional safety measures at school sites to ensure a secure and welcoming environment for all.

Looking ahead, the district will shift its focus toward strengthening Tier 1 implementation in the classroom. This will include consistent teacher-led SEL lessons, aligned with counseling interventions, to ensure that social-emotional strategies are embedded across all instructional settings. Additionally, the district will implement formative tracking cycles every 8–10 weeks, allowing for real-time monitoring and adjustments to interventions. Ten district counselors will support the building of capacity across schools. A 2025 study by Hilts, Liu, and Guo highlights the positive impact of school counselors and comprehensive counseling programs on students' educational outcomes, including academic performance and personal-social development.

These steps are designed to enhance consistency and fidelity in the delivery of behavioral and emotional support services, contributing to the district's current achievement of 80% and goal of achieving 100% platinum designation in the Intervention and Support Database by 2026. By reinforcing Tier 1 SEL instruction and strengthening tracking systems, the district aims to further reduce behavioral incidents and enhance student emotional regulation.

These strategic adjustments build on effective practices while addressing identified areas for growth.

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	Specialized and Highly Qualified Staff	To retain highly qualified teachers and staff with specialized credentials and skills, this budget allocation provides enhanced financial compensation and increased contributions to STRS and PERS. It also supports partnerships with the National City Police Department for school resource teams and Rady Children's Hospital for on-site health services. Additionally, funding for teacher training is essential for supporting unduplicated pupils, with a focus on multilingual learners, students with disabilities, and those with behavioral and social-emotional needs,	$11,264,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensuring effective access to general education and improving student outcomes.		
4.2	MTSS Social/Emotional & Behavioral (LREBG funded action)	To support the diverse needs of NSD students, funding is allocated for a range of specialized services aimed at improving academic, behavioral, and social-emotional outcomes. This includes funding for psychologists, speech language pathologists, resource specialists, counselors, and behavior leads, along with professional development and training in multi-tiered systems of support (MTSS), Positive Behavior Intervention Supports (PBIS), restorative practices, and crisis prevention. These resources ensure targeted support for unduplicated students, including English learners, homeless/foster youth, and low-income students, helping to promote a safe, inclusive, and supportive learning environment for all. Research shows that when school counselors provide interventions for students, it lead to positive increases in student success. The full amount of LREBG carryover funds, $654,622, of will be used to fund the counselor positions.	$2,504,239.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide expanded day access to preschool for State-Only qualifying students to increase early academic and social/emotional skills.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to address persistent inequities in access to early learning opportunities that affect school readiness and long-term student success. While income eligibility for State Preschool provides many families with access to a half-day program, only those who also qualify for federal Head Start receive a full-day program. This creates unequal access based on income, limiting more comprehensive early education for families who do not meet the strictest poverty thresholds but still experience need.

The second part of the goal that was in the 2024-2025 LCAP was removed because it is no longer applicable.

This goal is designed to eliminate these disparities by expanding access to high-quality, full-day early learning programs for all eligible students, ensuring equity regardless of income or birthdate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Score DRDP for students in preschool full day program. *This metric is not measurable. Changed in the 2025-2026 LCAP to the following: 100% of preschool students will score 'Exploring Stage' on the	Establish 2025 and increase DRDP score by 2% annually. Changed in the 2025-2026 LCAP to the following: In the 2024-2025 school year 82% of student scored 'Exploring Stage' on the DRDP as evidenced by the final assessment of	New Metric for 2025-2026, no baseline available to determine difference.	2025-2026 129 students and inclusion of 29 students (22%)	2026-2027 175 students and 30% inclusion spots.	New Metric for 2025-2026, no baseline available to determine difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DRDP as evidenced by the final assessment of the school year.	the school year. 100% of preschool students in 2026-2027 will score 'Exploring Stage' on the DRDP as evidenced by the final assessment of the school year.				
5.2	There will be an increase of students being served in our head start portion of the program of 5% each year from 2025-2026 baseline Added to the 2025-2026 LCAP	Establish 2025-2026 baseline.	New Metric for 2025-2026, no baseline available to determine difference.	100% of Head Start spots are taken.	10% more students will be served by head start portion of preschool program.	New Metric for 2025-2026, no baseline available to determine difference.

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.

This goal was initiated for 2024-2025, but not implemented.

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.

Due to a change in personnel as well as changing TK guidelines from the State of California, this goal was not implemented. This goal will be revised to focus on expanding access for preschool students. The full funding remains intact do to CSPP being hold harmless by the state until June 2026.

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

The district has increased staff in preschool to support student engagement and open slots for students with IEPs.

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

The first part of this goal will be the focus of implementation for 2026-2027: The LEA developed this goal to address persistent inequities in access to early learning opportunities that affect school readiness and long-term student success. While income eligibility for State Preschool provides many families with access to a half-day program, only those who also qualify for federal Head Start receive a full-day program. This creates unequal access based on income, limiting more comprehensive early education for families who do not meet the strictest poverty thresholds but still experience need.

The second part of this goal is no longer applicable due to changing state guidelines for Transitional Kindergarten and will be discontinued.

This goal is designed to eliminate these disparities by expanding access to high-quality, full-day early learning programs for all eligible students, ensuring equity regardless of income or birthdate. NSD will provide greater access to Early Childhood Education programs in preschool by adding two part-time instructional assistants. This will allow to increase the number of students being served by eight additional spaces based on licensing ratio guidelines.

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
5.1	Literacy and Social Development	Provide additional support to students for targeted phonemic awareness and social skills.	$50,000.00	No

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
$17,043,988.00	$2,189,708.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.121%	0.000%	$0.00	39.121%

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:** Language Acquisition Professional Learning and Instructional Coaching **Need:** English Learners, LTELs **Scope:** LEA-wide	NSD schools have 40% or higher population of English learners, and over 47% Districtwide. Given that most classrooms and most schools will have ELs, providing effective instructional strategies will support access and student achievement. In addition, targeted professional development is vital to helping teachers address the needs of Long-Term English Learners (LTELs)	1.1 and 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
1.2	**Action:** Curricular Supports and Coordinated Services **Need:** On the California Dashboard, English Learners in our district are performing significantly below the standard—by 97 points in English Language Arts and 93 points in math—nearly twice the gap seen among English-only students. As a result, English Learners received an "orange" rating, while students with disabilities received a "red" rating in both subjects. With more than 47% of our students identified as English Learners and 371 students dually identified as both English Learners and students with disabilities, targeted support is essential to close these gaps. **Scope:** LEA-wide	Over 47% of students in National School District are English Learners. Students will receive personalized language instruction through software that supports their English development during designated ELD time and connects to what they're learning in other subjects. In addition, feedback from parent and staff sessions emphasized the need for stronger Newcomer support, expanded GLAD training, differentiated ELD training, and afterschool tutoring aligned to EL needs. These efforts will be supported by ELOP funding and integrated into community school planning.	1.5 and 1.6
1.3	**Action:** English Learner's Parent Engagement **Need:** In National School District, more than 47% of students are EL, and while 70% of EL parents previously rarely participated, there have been over 500 points of parent engagement increasing the amount of EL parents now becoming actively involved in school and district committees. Studies show that when parents are engaged, students tend to perform better, attend school more regularly, and are less likely to drop out. Schools must continue	Increasing engagement opportunities at both the school and district levels for English Learner families will have a significant positive impact on a large percentage of students. Parent workshops will be offered at all sites, focusing on at-home literacy and math support, as well as family-based training to address the social-emotional learning needs specific to EL and dual-identified students (SWD and EL). These forums will promote a climate of trust and support between parents and the district, while also providing parents with a space to connect, share experiences, and build a supportive network.	1.7

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
	to build on this momentum by creating more opportunities for meaningful parent involvement to improve student outcomes. **Scope:**		
1.4	**Action:** EL Learner Progress - ELA *For clarity, this action was updated to reflect ELA progress of English Learners. **Need:** In 2023, the CA Schools Dashboard identified Lincoln Acres and Olivewood Schools as "red" for progress on ELA CAASPP performance. In 2024, the CA Schools Dashboard identified the whole district as red for EL progress with specific schools John Otis, Kimball, Las Palmas, and Olivewood Schools for "red" EL progress on ELA CAASPP performance, highlighting the need for improvement in student achievement in this area. In 2025, the district improved to "green" for English learner progress. EL performance on the ELA CAASPP improved at all schools except at Las Palmas which remained "red." **Scope:**	Research-based strategies for language acquisition and literacy development will be utilized through a hybrid teaching model, in collaboration with school intervention teams. These efforts will target students who did not make progress, with the goal of improving language skills and literacy.	1.2 & 1.3
1.5	**Action:** District LTEL Progress- Math *New action step for 2025-2026	Research shows that strong language skills are closely linked to success in math. When students have good language abilities, they are better able to understand math concepts, learn math vocabulary, and explain their thinking. Without	1.4

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: The California Schools Dashboard has marked National School District as "red" for math, indicating that there are significant areas needing improvement in student performance in this subject, specifically for Long-Term English Learners which are identified as "orange." In 2025, LTELs improved greatly uping the district's status to "green." However, discrepancies between LTELs and their English-only peers are large; thus, continued support for this student group is needed. **Scope:**	these skills, it can be more difficult for students to understand and solve math problems effectively.	
2.1	**Action:** Data Analysis, Assessment and Instructional Planning **Need:** The 2025 CAASPP results show that 42.37% of students scored at Level 1 in English Language Arts (ELA) and 43.97% in math, indicating an ongoing need for improvement. Nearly 70% of National School District's unduplicated students are not meeting grade-level proficiency in these subjects, with almost 45% scoring at the lowest performance level (Level 1) in both ELA and math. The district serves 90% unduplicated students, highlighting the need for continued focus on supporting these learners. **Scope:**	Research shows that using data to guide decision-making improves student achievement by helping teachers plan personalized lessons based on student needs. By providing teachers with dedicated time to analyze data, they can create targeted instruction that addresses specific areas for improvement. Action plans based on this data will be stored in an intervention software system, allowing district and school leaders to support teachers in tracking progress and ensuring the necessary resources are available to help each student succeed.	2.1 and 2.2

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
	LEA-wide		
2.2	**Action:** Expanded Learning Opportunities **Need:** The National School District developed this goal in direct response to ongoing disparities in student achievement, as evidenced by the 2023 CAASPP data. Proficiency rates remain low across content areas with 30.97% in English Language Arts (ELA), 25.38% in mathematics, and 18.43% in science, highlighting the continued need for systemic academic support. Students with Disabilities (SWD) scored significantly below peers, with only 9.89% proficient in ELA, 8.48% in mathematics, and 7.14% in science. These gaps led to NSD's identification for Additional Targeted Support and Improvement (ATSI), underscoring the urgency of equity-centered action. The 2025 CAASPP results show that 42.37% of students scored at the lowest level in English Language Arts (ELA) and 43.97% in math, highlighting the ongoing need for improvement. Nearly 70% of National School District's unduplicated students are not meeting grade-level proficiency in these subjects, with almost 45% scoring at the lowest level in both ELA and math. This underscores the importance of targeted support to help these students succeed. **Scope:**	Local data from the SEL (Social-Emotional Learning) measures shows a 3.6% decline in student engagement, with 64% of those affected being unduplicated students. Research shows that when students feel valued, have a sense of belonging, and actively participate on campus, it leads to higher engagement in class and improved achievement. To address this decline, providing a variety of high-interest programs is key to increasing student engagement and reversing this trend.	2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Guaranteed and Viable Tier I Curriculum and Instruction **Need:** The National School District developed this goal in direct response to ongoing disparities in student achievement, as evidenced by the 2023 CAASPP data. Proficiency rates remain low across content areas with 30.97% in English Language Arts (ELA), 25.38% in mathematics, and 18.43% in science, highlighting the continued need for systemic academic support. Students with Disabilities (SWD) scored significantly below peers, with only 9.89% proficient in ELA, 8.48% in mathematics, and 7.14% in science. These gaps led to NSD's identification for Additional Targeted Support and Improvement (ATSI), underscoring the urgency of equity-centered action. The 2025 CAASPP results show that 42.37% of students are performing at Level 1 in English Language Arts (ELA) and 43.97% in math, indicating a continued need for improvement. Nearly 70% of unduplicated students in National School District are not meeting grade-level proficiency in these subjects, with almost 45% falling into the "not met" category for both ELA and math. These results highlight the need for focused efforts to support students in reaching grade-level expectations.	The 2023 CA Dashboard data indicated an "orange" status for ELA and a 7-point decline, signaling a continued need for targeted improvement. To address this, the district focused on building teacher capacity in data-informed instruction, which showed positive results, including a 39.2% increase in teachers' engagement with student data. These efforts contributed to improvements in the Distance from Standard (DFS) for English Learners and students with disabilities, and reductions in the number of students at Tier 3 in ELA and math. To maintain this momentum, ongoing professional development and continued focus on data-driven instruction will be key to further improving student outcomes.	2.4, 2.5 and 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Multi-Tiered System of Support for Academic Achievement **Need:** The 2025 CAASPP results show that 42.37% of students are at the lowest level in English Language Arts (ELA) and 43.97% in math, highlighting an ongoing need for improvement. Nearly 70% of unduplicated students in the National School District are not meeting grade-level proficiency in these subjects. Additionally, about 45% of these students are performing at the "not met" level in both ELA and math. **Scope:** LEA-wide	Data shows that only 23% of underperforming students are currently receiving interventions that help them access grade-level content. The Multi-Tiered System of Supports (MTSS) offers a structured approach to provide early support for students facing challenges, ensuring they get the help they need. By tracking this information, the goal is to increase the number of students who receive the right interventions at the right time.	2.7, 2.8 and 2.9
2.5	**Action:** Differentiated Instruction Strategies for Academic Achievement Language changed from UDL (2024-2025) to Differentiation (2025-2026). **Need:** The CA Dashboard highlights areas where improvement is needed in student performance across several schools in the district. In 2023, school included: Lincoln Acres, Ira Harbison, Las Palmas, Central, and	The majority of students in the "red" performance category at the schools mentioned are primarily unduplicated students and students with disabilities. Research shows that using a differentiated approach, which offers personalized instruction and better access to learning, can significantly improve student achievement across a wide range of learners.	2.10 and 2.11

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
	Olivewood Elementary. In 2024, for English Language Arts (ELA), schools like John Otis, Las Palmas, Olivewood, and Central show challenges, particularly for English learners (EL), Hispanic, and students with disabilities (SWD). In Math, schools such as Ira Harbison, John Otis, and Palmer Way are experiencing lower performance, especially among SWD, while district-wide data also reflects ongoing struggles for long-term English learners (LTELs). Additionally, chronic absenteeism and suspension rates are impacting performance at schools like Ira Harbison, Olivewood, and Palmer Way, and further action is required to address these challenges. In 2025, many of the same challenges were faced at all schools and interventions were implemented to reduce low performance rates, suspensions and chronic absenteeism. **Scope:**		
3.1	**Action:** Family and Community Partnerships for Student Achievement **Need:** Although there is improvement in family participation across the board do to Community School strategies at sites and the district—Many families still report rarely participating in school events. This remains a critical need, especially for unduplicated pupils, as family engagement is strongly linked to higher student achievement, motivation, and school connection. Increased outreach and	The Parent Survey showed that families are more likely to participate in school events when they focus on topics like special education, the transition to middle school, and strategies to support students' social and emotional well-being. As a result, these topics will be a key focus of future family events offered by the district.	3.1 and 3.2

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
	support can help sustain momentum and ensure all families, particularly those facing systemic barriers, are actively involved in their child's learning. **Scope:** LEA-wide		
3.2	**Action:** Community and Basic Resources **Need:** According to the most recent California Healthy Kids Survey, only 78% of students reported feeling safe at school—significantly lower than the 96% of staff who felt the same. This gap highlights the need for stronger school-based supports. When families have access to resources and emotional support, they experience less stress and are better equipped to help their children thrive academically and socially. **Scope:** LEA-wide	National City has the highest poverty rate in San Diego County which can create stress that affects students' ability to learn. By providing resources and building strong community partnerships, schools help reduce this stress so students can better focus, grow, and succeed in the classroom.	3.3
3.3	**Action:** Learning Environments and School Access **Need:** According to the 2025 California School Dashboard, 24.9% of students in National School District are chronically absent—meaning they miss 10% or more of the school year. This is significantly higher than the	In the 2023–24 school year, providing transportation helped increase student attendance in National School District from 88% to 93%. For 2025–26, attendance remains stable at 92.7%, showing continued progress. Removing barriers like transportation and maintaining welcoming, well-kept school environments helps students show up and succeed. Giving each student a	3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	statewide average of 17.1%, highlighting an urgent need to address attendance barriers and keep students engaged in learning. **Scope:** LEA-wide	device also supports digital learning and helps close opportunity gaps.	
3.4	**Action:** Pre-Natal to 3rd Grade Community Based Opportunities **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students experiencing homelessness, need increased access to early learning opportunities, targeted family engagement, and integrated support services. These students often face barriers related to school readiness, language development, early identification of learning needs, and consistent access to health and wellness resources. There is also a need for culturally responsive outreach and inclusive programming that actively involves families and community partners in supporting children from birth through grade three. **Scope:**	The actions directly address the needs of unduplicated pupils by expanding access to early education programs such as Head Start, CSPP, and community-based infant care, with targeted outreach to families of English learners, students with disabilities, foster youth, and those experiencing homelessness. Through focused canvassing, community input, and family engagement efforts, the district ensures that services are inclusive, responsive, and accessible to the most vulnerable learners. Funding further strengthens continuity of services and coordination of supports across schools. These actions are provided on an LEA-wide basis to ensure that all students, regardless of school site, benefit from a coherent system of early learning and support, while prioritizing the unique barriers faced by unduplicated pupils throughout the district.	3.7
3.5	**Action:** Equitable Technology and Information System Access **Need:**	According to the Policy Institute (February 2024), 41% of low-income households still lack full digital access for distance learning, with 37% of Latino households and 29% of Black households affected. Providing devices is essential to ensure	3.8

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
	In the 2025-2026 school year, a significant percentage of families in National School District still lack access to devices and reliable internet. A "heat map" of technology access showed that many households are without the necessary tools for online learning, highlighting the ongoing need for support in providing devices and connectivity. **Scope:** LEA-wide	early access to education and help close the opportunity gap. Without digital access, individuals may face challenges in securing higher-paying jobs, so ensuring everyone has access to technology supports (such as hot spots) equal opportunities for both education and future economic success.	
3.6	**Action:** Reduce Chronic Absenteeism and Suspensions **Need:** Our Ca. Dashboard shares that our homeless population was chronically absent 34.5%. The dashboard also indicates that we are in the red as a district with our unduplicated students in suspensions. We need to increase trauma-informed care practices and SEL supports for our students and staff. **Scope:** LEA-wide	The 2025 CA Schools Dashboard reported 24.9% chronic absenteeism for the 2024-2025 year. To address this, personalized case management will support families in overcoming barriers to consistent attendance, such as housing instability, food insecurity, child care, and transportation. This will include home visits from the FRC and in-school services like counseling and interventions, ensuring that students can return to school regularly and remain engaged.	3.5 and 3.9
4.1	**Action:** Specialized and Highly Qualified Staff **Need:** The 2024 SEL survey showed that 68% of K–2 students reported a positive sense of belonging, while only 50% of grades 3–6 felt	90% of NSD students are considered unduplicated, making up the majority of students in classrooms. Providing specialized support such as counseling, medical care, school resource officers, specialized teaching, and transportation contributes to better student outcomes, including improved attendance, behavior, social skills, and	4.1, 4.2 and 4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the same, with just 34% feeling engaged. Emotional regulation and self-management remain a challenge in grades 3–6, with scores in the 20th–39th percentile. The 2023 CA Schools Dashboard showed a rise in suspensions, particularly among African American students, underscoring the importance of continued focus on social-emotional learning (SEL). Parent surveys also highlight the need for more SEL support, with student workshops and parent education being top priorities. To address these concerns, NSD has prioritized restorative practices and core mental health services. **Scope:** LEA-wide Schoolwide	academic performance. These services will be available to all schools in the district, ensuring equal access for every student, regardless of which school they attend.	
4.2	**Action:** MTSS Social/Emotional & Behavioral (LREBG funded action) **Need:** The 2024 CHKS survey showed a slight improvement in student depression, but 40% of students still reported concerns, highlighting the ongoing need for mental health support. The 2023 CHKS survey found that 39% of students identified depression and mental health issues as a problem, and 2023-2024 SEL data revealed low self-reports in emotional regulation, social awareness, and self-management. To address these issues, NSD has focused on restorative practices, mental health services, and a comprehensive	Ninety percent of NSD students are considered unduplicated, representing a significant portion of the student population in each classroom. According to the Student Competency & Well-Being Measures survey, 67% of students in grades 3–5 and 47% of 6th graders reported a sense of belonging at their school, which is lower than national averages. Research shows that implementing Positive Behavioral Interventions and Supports (PBIS) can lead to improved school climate, increased safety, better academic outcomes, and fewer suspensions, all of which are key to supporting student success. Data from the 2023 CHKS survey shows that 75% of students feel their school provides adequate counseling and support, confirming that the support systems in	4.4, 4.5, 4.6, and 4.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Multi-Tiered System of Supports (MTSS), which has contributed to a reduction in major behavior incidents and will continue to provide essential support for students' well-being. **Scope:** LEA-wide Schoolwide	place are meeting student needs and should continue.	

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
1.1	**Action:** Language Acquisition Professional Learning and Instructional Coaching **Need:** CA Dashboard 50.5% making EL progress, decline of 3% **Scope:**	Increased pedagogy strategies during Tier I instruction will increase access and meaningful interaction with grade level content.	1.1 and 1.2
1.2	**Action:** Curricular Supports and Coordinated Services **Need:** On the California Dashboard, English Learners in our district are performing significantly below the standard—by 97 points in English	More than 47% of students in National School District are English Learners. To better support them, a district Director of Educational Services will help principals and teachers identify and leverage effective strategies for students who are new to English or still developing their language skills. Students will also benefit from personalized	1.5 and 1.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Language Arts and 93 points in math—nearly twice the gap seen among English-only students. As a result, English Learners received an "orange" rating in ELA and math, while students with disabilities received a "orange" rating in ELA and a "red" rating in math. With more than 47% of the district's students identified as English Learners and 371 students dually identified as both English Learners and students with disabilities, targeted support is essential to close these gaps. **Scope:**	language software during designated English Language Development (ELD) time to support their progress in both language and academic content.	
1.3	**Action:** English Learner's Parent Engagement **Need:** Research shows that when parents of English Learners (EL) are more involved, their children make stronger progress in learning English. **Scope:**	More than 47% of students in National School District are English Learners.	1.7
1.4	**Action:** EL Learner Progress - ELA *For clarity, this action was updated to reflect ELA progress of English Learners. **Need:** The 2023 and 2024 dashboards identified National School District LTELs as "orange." In 2025, District LTELs as "green."	Adding ELA progress to this goal is a key indicator for reclassification and key to the success of LTELs.	1.2 & 1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope:		
1.5	**Action:** District LTEL Progress- Math *New action step for 2025-2026 **Need:** The California Schools Dashboard has marked National School District as "red" for math, indicating that there are significant areas needing improvement in student performance in this subject, specifically for Long-Term English Learners which are identified as "orange." Although now "green," there is still an ongoing to need to close the gap between LTELs and English-only students. **Scope:**	Research shows that having a strong vocabulary can help students perform better in math. Math uses its own specific language, such as explaining answers, solving word problems, or writing proofs. Teaching students to understand and use this math language can improve their math skills, highlighting the close connection between language and math learning.	1.8
2.2	**Action:** Expanded Learning Opportunities **Need:** In the National School District, 90% of students are considered unduplicated, meaning they belong to specific groups such as English learners, students from low-income families, or foster youth. The majority of students in classrooms across the district are part of this target group. **Scope:**	The goal is to create more opportunities for students to engage on campus and help close the opportunity gap.	2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Guaranteed and Viable Tier I Curriculum and Instruction **Need:** In National School District, 90% of students come from historically underserved backgrounds, making up the majority of students in classrooms across the district. **Scope:**	A guaranteed and viable curriculum ensures that every student has access to challenging, grade-level content that meets high academic standards.	2.4, 2.5 and 2.6
2.4	**Action:** Multi-Tiered System of Support for Academic Achievement **Need:** In National School District, 90% of students come from historically underserved backgrounds, making up the majority of students in classrooms across the district. **Scope:**	Early intervention and personalized support help students catch up to grade-level standards, which can reduce the achievement gap.	2.7, 2.8 and 2.9

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 additional concentration grant add-on funding, NSD has added a Multi-Tiered System of Supports (MTSS) Site Coordinator at schools with serving all schools. This is reflecting in Goal 2 Action 1 in the 2024-2027 LCAP. NSD has a 90% unduplicated student count and these students represent the majority of students across classrooms. The MTSS Site Coordinator oversees tiered academic and social-emotional supports, monitor student progress, and coordinates intervention programming with language arts specialists, instructional assistants, counselors, psychologists, and impact teachers. Additionally, the funds will be used to increase general education services by expanding the site support service teams, including psychologists, speech-language pathologists (SLP), and resource specialists (RSP). This proactive approach aims to address the needs of Tier III students before formal assessment is required. By implementing these actions, we aim to provide early intervention and targeted services, preventing the exacerbation of performance gaps and ensuring equitable support for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		DISTRICT 152 : 3868 Central Elementary 396 UPP; SED 82.16%; RATIO 16:396 El Toyon Elementary 329 UPP; UPP 81.44%; RATIO 13:329 Ira Harbison 277 UPP; UPP 77.07%; RATIO 11:277 John A. Otis Elementary 300 UPP; SED 75.38%: RATIO 12:300 Kimball 274 UPP; SED 74.25%; RATIO 11:274 Las Palmas 373 UPP; SED 77.07%; RATIO 11:373 Lincoln Acres 322 UPP; SED 72.36%; RATIO 13:322 Olivewood 343 UPP; 74.24%; RATIO 14:343 Palmer Way 299 UPP; SED 75.5%; RATIO 12:299 Rancho de la Nacion 323 UPP; SED 88.74%; RATIO 13:323

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 certificated staff providing direct services to students		DISTRICT 252 : 3868 Central Elementary 396 UPP; SED 82.16%; RATIO 26:396 El Toyon Elementary 329 UPP; UPP 81.44%; RATIO 21:329 Ira Harbison 277 UPP; UPP 77.07%; RATIO 18:277 John A. Otis Elementary 300 UPP; SED 75.38%: RATIO 20:300 Kimball 274 UPP; SED 74.25%; RATIO 18:274 Las Palmas 373 UPP; SED 77.07%; RATIO 24:373 Lincoln Acres 322 UPP; SED 72.36%; RATIO 21:322 Olivewood 343 UPP; 74.24%; RATIO 22:343 Palmer Way 299 UPP; SED 75.5%; RATIO 19:299 Rancho de la Nacion 323 UPP; SED 88.74%; RATIO 21:323

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	$43,566,991.00	17,043,988.00	39.121%	0.000%	39.121%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$17,043,988.00	$14,634,896.00	$2,229,373.00	$929,355.00	$34,837,612.00	$20,356,788.00	$14,480,824.00

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	Language Acquisition Professional Learning and Instructional Coaching	English Learners	Yes	LEA-wide	English Learners	All Schools		$668,626.00	$0.00	$274,313.00	$110,806.00		$283,507.00	$668,626.00	
1	1.2	Curricular Supports and Coordinated Services	English Learners	Yes	LEA-wide	English Learners	All Schools		$417,519.00	$25,000.00	$417,519.00			$25,000.00	$442,519.00	
1	1.3	English Learner's Parent Engagement	All	No			All Schools		$0.00	$15,000.00				$15,000.00	$15,000.00	
1	1.4	EL Learner Progress - ELA *For clarity, this action was updated to reflect ELA progress of English Learners.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.5	District LTEL Progress-Math *New action step for 2025-2026	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Data Analysis, Assessment and Instructional Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,667,250.00	$0.00	$730,018.00	$791,384.00		$145,848.00	$1,667,250.00	
2	2.2	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$401,997.00	$8,564,000.00	$167,219.00	$8,453,778.00		$345,000.00	$8,965,997.00	
2	2.3	Guaranteed and Viable Tier I Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,108,555.00	$148,555.00	$905,000.00		$55,000.00	$1,108,555.00	
2	2.4	Multi-Tiered System of Support for Academic Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,904,886.00	$602,500.00	$1,319,871.00	$1,708,142.00	$479,373.00		$3,507,386.00	
2	2.5	Differentiated Instruction Strategies for Academic Achievement	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

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
		Language changed from UDL (2024-2025) to Differentiation (2025-2026).														
3	**3.1**	Family and Community Partnerships for Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$563,565.00	$0.00	$535,174.00	$28,391.00			$563,565.00	
3	**3.2**	Community and Basic Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$262,802.00	$120,000.00	$251,401.00	$131,401.00			$382,802.00	
3	**3.3**	Learning Environments and School Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$360,769.00	$360,769.00				$360,769.00	
3	**3.4**	Pre-Natal to 3rd Grade Community Based Opportunities	All	No			All Schools		$30,000.00	$10,000.00				$40,000.00	$40,000.00	
3	**3.5**	Equitable Technology and Information System Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,251,577.00	$1,950,000.00	$1,385,776.00	$1,165,801.00	$650,000.00		$3,201,577.00	
3	**3.6**	Reduce Chronic Absenteeism and Suspensions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$94,817.00	$0.00	$94,817.00				$94,817.00	
4	**4.1**	Specialized and Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$9,559,510.00	$1,705,000.00	$10,164,510.00		$1,100,000.00		$11,264,510.00	
4	**4.2**	MTSS Social/Emotional & Behavioral (LREBG funded action)	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$2,484,239.00	$20,000.00	$1,194,046.00	$1,290,193.00		$20,000.00	$2,504,239.00	
5	**5.1**	Literacy and Social Development	Students with Disabilities Preschool	No			All Schools		$50,000.00	$0.00		$50,000.00			$50,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$43,566,991.00	17,043,988.00	39.121%	0.000%	39.121%	$17,043,988.00	0.000%	39.121 %	**Total:**	$17,043,988.00
								LEA-wide Total:	$17,043,988.00
								Limited Total:	$0.00
								Schoolwide Total:	$11,358,556.00

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	Language Acquisition Professional Learning and Instructional Coaching	Yes	LEA-wide	English Learners	All Schools	$274,313.00	
1	1.2	Curricular Supports and Coordinated Services	Yes	LEA-wide	English Learners	All Schools	$417,519.00	
2	2.1	Data Analysis, Assessment and Instructional Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$730,018.00	
2	2.2	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$167,219.00	
2	2.3	Guaranteed and Viable Tier I Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,555.00	
2	2.4	Multi-Tiered System of Support for Academic Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,319,871.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Family and Community Partnerships for Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$535,174.00	
3	3.2	Community and Basic Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,401.00	
3	3.3	Learning Environments and School Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,769.00	
3	3.5	Equitable Technology and Information System Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,385,776.00	
3	3.6	Reduce Chronic Absenteeism and Suspensions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,817.00	
4	4.1	Specialized and Highly Qualified Staff	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,164,510.00	
4	4.2	MTSS Social/Emotional & Behavioral (LREBG funded action)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,194,046.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,634,671.00	$33,472,054.00

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**	Language Acquisition Professional Learning and Instructional Coaching	Yes	$859,916.00	$718,290.00
1	**1.2**	Curricular Supports and Coordinated Services	Yes	$508,800.00	$458,800.00
1	**1.3**	English Learner's Parent Engagement	Yes	$20,000.00	$10,000.00
1	**1.4**	EL Learner Progress - ELA *For clarity, this action was updated to reflect ELA progress of English Learners.	Yes	$90,000.00	$90,000.00
1	**1.5**	District LTEL Progress- Math *New action step for 2025-2026	Yes	$100,200.00	$100,200.00
2	**2.1**	Data Analysis, Assessment and Instructional Planning	Yes	$3,621,743.00	$2,438,437.00
2	**2.2**	Expanded Learning Opportunities	Yes	$6,850,713.00	$6,850,713.00
2	**2.3**	Guaranteed and Viable Tier I Curriculum and Instruction	Yes	$2,120,303.00	$643,464.00
2	**2.4**	Multi-Tiered System of Support for Academic Achievement	Yes	$3,686,485.00	$3,686,485.00
2	**2.5**	Differentiated Instruction Strategies for Academic Achievement	Yes	$90,000.00	$90,000.00

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)
		Language changed from UDL (2024-2025) to Differentiation (2025-2026).			
3	3.1	Family and Community Partnerships for Student Achievement	Yes	$856,795.00	$856,795.00
3	3.2	Community and Basic Resources	Yes	$413,412.00	$343,412.00
3	3.3	Learning Environments and School Access	Yes	$967,393.00	$667,393.00
3	3.4	Pre-Natal to 3rd Grade Community Based Opportunities	Yes	$270,596.00	$260,596.00
3	3.5	Equitable Technology and Information System Access	Yes	$3,224,057.00	$2,496,072.00
3	3.6	Reduce Chronic Absenteeism and Suspensions	Yes	$182,374.00	$102,374.00
4	4.1	Specialized and Highly Qualified Staff	Yes	$11,264,510.00	$11,264,510.00
4	4.2	MTSS Social/Emotional & Behavioral	Yes	$2,457,374.00	$2,394,513.00
5	5.1	Literacy and Social Development	No	$50,000.00	$0.00

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)
$16,466,293.00	$18,860,412.00	$18,860,412.00	$0.00	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	Language Acquisition Professional Learning and Instructional Coaching	Yes	$130,000.00	$130,000.00		
1	1.2	Curricular Supports and Coordinated Services	Yes	$297,652.00	$297,652.00		
1	1.3	English Learner's Parent Engagement	Yes	$10,000.00	$10,000.00		
1	1.4	EL Learner Progress - ELA *For clarity, this action was updated to reflect ELA progress of English Learners.	Yes	$80,000.00	$80,000.00		
1	1.5	District LTEL Progress- Math *New action step for 2025-2026	Yes	$10,000.00	$10,000.00		
2	2.1	Data Analysis, Assessment and Instructional Planning	Yes	$1,382,844.00	$1,382,844.00		
2	2.2	Expanded Learning Opportunities	Yes	$342,662.00	$342,662.00		
2	2.3	Guaranteed and Viable Tier I Curriculum and Instruction	Yes	$620,303.00	$620,303.00		
2	2.4	Multi-Tiered System of Support for Academic Achievement	Yes	$1,421,482.00	$1,421,482.00		
2	2.5	Differentiated Instruction Strategies for Academic Achievement	Yes	$80,000.00	$80,000.00		

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)
		Language changed from UDL (2024-2025) to Differentiation (2025-2026).					
3	**3.1**	Family and Community Partnerships for Student Achievement	Yes	$829,795.00	$829,795.00		
3	**3.2**	Community and Basic Resources	Yes	$90,000.00	$90,000.00		
3	**3.3**	Learning Environments and School Access	Yes	$667,393.00	$667,393.00		
3	**3.4**	Pre-Natal to 3rd Grade Community Based Opportunities	Yes	$50,596.00	$50,596.00		
3	**3.5**	Equitable Technology and Information System Access	Yes	$1,551,638.00	$1,551,638.00		
3	**3.6**	Reduce Chronic Absenteeism and Suspensions	Yes	$10,000.00	$10,000.00		
4	**4.1**	Specialized and Highly Qualified Staff	Yes	$10,164,510.00	$10,164,510.00		
4	**4.2**	MTSS Social/Emotional & Behavioral	Yes	$1,121,537.00	$1,121,537.00		

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)
$42,331,243.00	$16,466,293.00	5.352%	44.251%	$18,860,412.00	0.000%	44.554%	$0.00	0.000%

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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