

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

DISTRICT OVERVIEW

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

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

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

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

Overall, Lakeside Union School District is committed to providing high-quality education, fostering student growth and success, and nurturing a sense of community among its students, families, and staff members. LUSD has no identified equity multiplier sites.

Lakeside Union School District Facts:
(Data from KiDS, March 2023)

Two school sites:

- Lakeside School serving grades TK-8th with 856 students

- Donald E. Suburu School serving grades Preschool SDC & TK-5th with 752 students

District Ethnic Diversity (students):

- Hispanic Latino 69%
- White 12%
- Asian 7%
- African American 5%
- Filipino 2%
- Two or more races 4%

District Student Groups (by percentage):

- English Learners 16%
- Eligible for free or reduced price meals 65%
- Homeless 3%
- Foster Youth enrolled 1%
- Students with Disabilities 13%

VISION

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

MISSION

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

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

Reflections: Annual Performance

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

In reflecting on our annual performance based on a review of the California School Dashboard and local data, we've observed both successes and areas for improvement.

We've made significant progress districtwide in English Learner Progress with an increase of 2% and decreasing our Chronic Absenteeism by 8.9% per the California School Dashboard, demonstrating our commitment to equity and inclusion. Despite challenges, our schools have shown resilience and adaptability in ensuring continuity of being at school every day and on time.

However, districtwide there are persistent disparities in student achievement and areas such as student academics with English Language Arts declining by 3.3 points, Mathematics declining by 3.8 points, and with an increase of 2.1% for suspension rate per the California School Dashboard. In addressing these challenges, it's crucial for our educational partners to collaborate on evidence-based interventions that prioritize equity, inclusivity, and holistic student development. By leveraging insights from the California School Dashboard data, our educational partners can work towards fostering environments where all students can thrive academically and socially.

In our continued efforts to enhance educational outcomes across all student groups, Lakeside Union School District's 2024-2025 Local Control and Accountability Plan (LCAP) outlines a series of targeted actions and strategies, particularly addressing areas identified with the lowest performance levels on the 2023 Dashboard. These efforts are in direct response to our obligation to support equitable student success and are shaped by a deep commitment to address disparities that have historically affected specific student groups.

2023 California School Dashboard Data for LUSD

ELA Distance From Standard (DFS)

- All Students -38
- English Learner (EL) -101
- Foster Youth (FY) -72
- Homeless -61
- Socioeconomically Disadvantaged (SED) -45
- Students with Disabilities (SWD) -112
- African American (AA) -82
- Two or More Races (TMR) -47

Math DFS

- All Students -88
- EL -124
- FY-117
- Homeless -80
- SED -89
- SWD -148
- AA -126
- TMR -105

Science Standard Met or Exceeded for 3rd & 5th Grade Students

- All Students 19%
- EL 7%
- FY 33%
- Homeless 0%
- SED 18%
- SWD 7%
- AA 21%
- TMR 18%

Chronic Absenteeism

- All Students Declined from 44.6% to 35.7%
- EL Declined Significantly from 40.9% to 33.6%
- FY Declined from 57.9% to 23.8%
- Homeless Declined from 60% to 34.6%
- Low Income Declined Significantly from 46.4% to 36.6%
- SWD Declined from 49.3% to 46.7%
- AA Declined from 28% to 42.2%
- AS Declined from 28% to 26.4%
- Hispanic Declined Significantly from 45.9% to 36.6%
- White Declined Significantly from 42% to 32.5%
- TOM Declined from 50.9% to 37.9%

Suspension Rate

- All Students Increased Significantly from 3.2% to 5.4%
- EL Increased Significantly from 1.6% to 3.9%
- FY Increased Significantly from 11.1% to 20.8%
- Homeless Declined 4.7% to 0.0%
- Low Income Increased from 4% to 5.7%
- SWD Increased Significantly from 4.5% to 6.9%
- AA Increased from 6.4% to 13.8%
- AS Increased from 0% to 1.8%
- Hispanic Increased Significantly from 2.9% to 5%
- White Increased Significantly from 2.8% to 5.6%
- TOM Increased from 7.7% to 12.3%

Challenges/Areas of Low Performance:

Lakeside Union School District has observed specific challenges in English Language Arts (ELA), Mathematics, Suspensions, and Chronic Absenteeism. These challenges have been observed at the school and district level for particular student groups as well as All Students. For example, Math and Suspension at Lakeside School received a "Red" on the 2023 CA School Dashboard for All Students. In addition, Suspensions for All Students at the district-level received a "Red" performance level on the 2023 CA School Dashboard. Student groups that

performed at the lowest performance level (Red) are listed below.

The following student groups received the lowest performance level (Red) on the 2023 CA School Dashboard in ELA: African American (District-wide), Students with Disabilities (District-wide; Schools: Lakeside, Suburu), English Learners (School: Lakeside)

The following student groups received the lowest performance level (Red) on the 2023 CA School Dashboard in Math: African American (District-wide), English Learners (District-wide; School: Lakeside), Students with Disabilities (District-wide; Schools: Lakeside, Suburu), Two or More Races (District-wide), Hispanic (School: Lakeside)

The following student groups received the lowest performance level (Red) on the 2023 CA School Dashboard in Suspension: African American (District-wide; School: Lakeside), English Learners (District-wide; School: Lakeside), Foster Youth (District-wide), Hispanic (District-wide; School: Lakeside), Students with Disabilities (District-wide; Schools: Lakeside), Two or More Races (District-wide; School: Lakeside), White (District-wide; School: Lakeside), Socioeconomically Disadvantaged (School: Lakeside)

The following student groups received the lowest performance level (Red) on the 2023 CA School Dashboard in Chronic Absenteeism: African American (School: Suburu), Asian (School: Suburu), and Students with Disabilities (School: Suburu)

Lakeside Union School District is eligible for Differentiated Assistance due to several student groups that have been identified as being in the Red or Orange categories for English Language Arts and/or Math, as well as in the Red category for Suspension Rate on the California School Dashboard. This designation underscores our commitment to addressing the specific needs of these student groups through targeted support and interventions to ensure academic growth and a positive learning environment for all students.

Suspension Rate

- AA Increased by from 6.4% to 13.8%
- EL Increased by from 1.6% to 3.9%
- MR Increased by from 7.7% to 12.3%
- SWD Increased by from 4.5% to 6.9%

CAASPP English Language Arts

- AA Distance from Standard -74.3
- EL Distance from Standard -64.8
- MR Distance from Standard -45.6
- SWD Distance from Standard -117.2

CAASPP Math

- AA Distance from Standard -119.4
- EL Distance from Standard -99.6
- MR Distance from Standard -104.7
- SWD Distance from Standard -158.8

Additional Targeted Support & Improvement (ATSI) will be provided to specific student groups across our school sites, identified in Red or Orange categories on the California School Dashboard. These groups include those needing additional assistance in English Language Arts and/or Math, as well as those with higher suspension rates. We are committed to offering targeted support, closely monitoring their progress, and implementing interventions to ensure all students have the opportunity to achieve academic success and personal growth.

Lakeside School

Suspension Rate

- AA Increased by from 11.1% to 27.0% Red
- SWD Increased by from 5.2% to 9.5% Red
- TOM Increased by from 7.7% to 12.3% Red

CAASPP English Language Arts

- AA Distance from Standard -78.43 (no color)
- SWD Distance from Standard -122.8 Red
- TOM Distance from Standard -50.8 (no color)

CAASPP Math

- AA Distance from Standard -132.4 (no color)
- SWD Distance from Standard -177.0 Red
- TOM Distance from Standard -133.1 (no color)

Donald E. Suburu School

Suspension Rate

- AA Increased by from 1.9% to 2.1% Yellow
- SWD Increased by from 3.6% to 3.2% Yellow
- AS Increased by from 0.0% to 1.9% Orange

CAASPP English Language Arts

- AA Distance from Standard -69.0 (no color)
- SWD Distance from Standard -121.1 Red
- AS Distance from Standard +18.1 (no color)

CAASPP Math

- AA Distance from Standard -102.5 (no color)
- SWD Distance from Standard -148.7 Red
- AS Distance from Standard -18.9 (no color)

Chronic Absenteeism

- AA Increased by from 28.8% to 37.8% Red
- SWD Increased by from 39.3% to 41.0% Red
- AS Increased by from 22.6% to 28.3% Red

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

Local Data as of April 2024

Lakeside School

Kern Integrated Data System (KiDS) for Suspension Rate

- All Students: 6.3%
- AA at 9.6%
- EL at 4.79%
- SWD at 8.4%
- TOM at 7.14%

KiDS for Core Subjects Summary ELA D & F %

- All Students: 15.91%
- AA at 32.65%
- EL at 27.7%
- SWD at 12.84%
- TOM at 13.92%

KiDS for Core Subjects Summary Math D & F %

- All Students: 29.07%
- AA at 51.32%
- EL at 39.52%
- SWD at 27.57%
- TOM at 30.95%

Donald E. Suburu School

KiDS for Suspension Rate

- All Students: 1.64%
- AA at 4.35%
- EL at 0.65%
- SWD at 1.16%
- TOM at 4.55%

- AS at 0%

KiDS for Grades Distribution ELA D & F %

- All Students: 12.47%
- AA at 25%
- EL at 14.77%
- SWD at 13.69%
- TOM at 5.56%
- AS at 8.51%

KiDS for Grades Distribution Math D & F %

- All Students: 18.25%
- AA at 43.75%
- EL at 16%
- SWD at 31.267%
- TOM at 0%
- AS at 0%

Focused Improvement Efforts:

To address these areas, the District is implementing targeted strategies to improve academic performance and reduce suspension rates. These include:

Enhanced Instructional Support and Data-Driven Interventions: Actions 1.1, 1.2 and 1.4 help bolster ELA/ELD and Math competencies particularly focus on enhancing teacher training in differentiated instruction and increasing access to high-quality instructional materials tailored to meet the diverse needs of our students.

Professional Development: Continued professional development for teachers aimed at implementing effective instructional strategies that cater specifically to the needs of our low performing student groups (see Actions 1.1, 1.3, 1.4, 2.1, 3.2 and 3.4)

Behavioral Interventions: Development and enhancement of behavioral support programs to address and reduce suspension rates (see Actions 2.1, 2.2 and 2.4)

Community and Parent Engagement: Strengthening engagement with parents and the community through workshops, meetings, and feedback sessions to ensure that the strategies implemented are effective and inclusive (see Action 2.2)

Monitoring and Adjustments: Regular monitoring of the effectiveness of these strategies through a continuous cycle of feedback (e.g., PLTs, Data Teams) and adjustments based on performance data and educational partner input. (see Action 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, and 3.4)

Attendance Support: Establish attendance support teams at each school to address chronic absenteeism. These teams will consist of

counselors, teachers, and support staff who will work together to identify and support students with attendance issues. They will implement personalized attendance improvement plans, conduct home visits as needed, and provide ongoing encouragement to students and families to promote regular attendance and academic success. (see Action 2.1, 2.2, and 2.3)

These actions are designed not only to meet compliance requirements but also to foster an environment where all students have the opportunity to succeed and thrive. By focusing on these areas, Lakeside Union School District reaffirms its commitment to providing a high-quality education that meets the needs of every student, especially those who have faced the greatest challenges in achieving academic success.

Reflections: Technical Assistance

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

Our district has been identified to receive Differentiated Assistance (DA) support based on the performance of specific student groups in relation to State Priority 6 (School Climate: Suspension Rate) and State Priority 4 (Student Achievement: English Language Arts and Math). The targeted student groups include African American, English learners, Two or More Races, and Students with Disabilities.

Our district will be collaborating closely with the Kern County Superintendent of Schools to review performance data on the state and local indicators included in the California School Dashboard. This comprehensive review encompasses data related to suspension rates, student achievement in English Language Arts and Math, and the performance of specific student subgroups.

Through the analysis of performance data, we will identify both strengths and weaknesses in relation to the state priorities. Our district has demonstrated strengths in certain areas, while also recognizing areas in need of improvement, particularly in supporting the targeted student groups.

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

Our district is committed to utilizing data-driven decision-making and evidence-based practices to address areas of need and improve outcomes for all students. Through collaborative efforts with the Kern County Superintendent of Schools and other educational partners, we are dedicated to creating a positive and supportive learning environment where every student can succeed.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	<ul style="list-style-type: none"> • We prioritize collaboration with all educational partners in the development of our Local Control and Accountability Plan (LCAP) to ensure a comprehensive and inclusive approach to addressing the needs of our students. This engagement encompasses meaningful dialogue and input from teachers, classified staff, administrators, parents, students, community members, and other educational partners. Through regular meetings, forums, surveys, and workshops, we seek diverse perspectives and insights to inform the goals, strategies, and actions outlined in the LCAP. By fostering a culture of partnership and collective responsibility, we strive to create a plan that reflects the needs and aspirations of our entire educational community and promotes equity, excellence, and student success for all (2023/2024 School Year). • Held a public hearing to provide an update regarding the specific actions and expenditures in the 2023 LCAP (February 2024). • Posted the LCAP for public comment prior to public hearing (June 2024) • Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP (June 2023)

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Adopted the LCAP and budget at the board meeting and reported local indicator data as a non-consent item (June 2023) • Posted the adopted LCAP prominently on our district web page (July 2023)
Students and families	Hosted our annual barbeque to engage with students and families and to discuss needs they might have (May 2024).
Students	Surveyed 4th-8th grade students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (February 2024).
School Site Educational Partners	Surveyed educational partner groups separately at each school site to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (2023/2024 School Year).
Administration, Principals and Local Bargaining Unit LSTA & LCSEA	Conducted input gathering sessions at each school site during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs (2023/2024 School Year).
Administrators/Principals	Conducted LCAP meetings with administration to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided (Bimonthly-2023/2024 School Year)
SELPA Administrator/Director of Student Support Services	Met quarterly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to: Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs; Identifying specific actions in the LCAP to address student needs; and identifying professional development opportunities needed to support the capacity of teachers, classified and administrators serving SWD (Quarterly-2023/2024 School Year).
English Learner Advisory Committee	Presented the LCAP to the English Learner Advisory Committee (November 2023 & January 2024). No comments were received for the Superintendent to responded to.
Local Bargaining Units (LSTA & LCSEA) & Families	Held LCAP Forum for Local Bargaining Units (LSTA & LCSEA) and LCAP Forum for Families to review and analyze local and state-level

Educational Partner(s)	Process for Engagement
	data, determine root causes, understand site-level needs, as well as options to address needs (February 2024).

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

The expressed needs of our educational partners, students, and staff highlight a comprehensive approach to fostering a safe, supportive, and enriching learning environment at Lakeside Union School District.

Educational partners have underscored the importance of fostering strong connections between parents, administration, and staff through parent involvement meetings (Goal 2 Action 2). These meetings serve as crucial platforms for collaborative dialogue and decision-making, aiming to enhance student success and school-community relationships. Additionally, assemblies addressing prevalent issues such as bullying, vape awareness, and substance abuse provide vital education and support to students, promoting a positive school culture (Goal 2 Action 1, 2 and 4).

Acknowledging the evolving challenges within our student body, there is a recognized need for additional staff support to effectively address negative student behaviors and promote a conducive learning atmosphere (Goal 2 Action 1 & 2). Moreover, an increase in the classroom supply budget as well as support for new staff ensures that educators have the resources necessary to facilitate engaging and effective learning experiences (Goal 1 Action 1, 2 and 4, Goal 3 Action 1 and 4).

In response to student interests, Lakeside School aims to expand course offerings to include Basic Job Skills, Art, and Robotics, aligning with students' diverse interests and preparing them for future endeavors (Goal 3 Action 5-8). For example, at the public hearing bargaining unit member(s) reinforced the need for these actions by mentioning looking forward to having transportation for after-school sports. Concurrently, targeted support in core subjects such as math, reading, and writing reflects our commitment to meeting students' academic needs and fostering holistic growth (Goal 1 Action 1, 2 & 4).

Furthermore, staff members have identified strategic areas for improvement and resource allocation. Prioritizing Positive Behavioral Interventions and Supports (PBIS), maintaining Student Achievement Support & Intervention positions, and introducing an Alternative to Suspension Class underscore our dedication to nurturing student success and well-being (Goal 2 Action 1-4). Professional development opportunities in Math empower educators to deliver high-quality instruction (Goal 1 & 3, Goal 3 Action 1), while additional custodial support ensures the cleanliness and safety of our facilities (Goal 3 Action 3).

Lastly, the creation of a new position dedicated to student and staff safety underscores our proactive approach to maintaining a secure learning environment (Goal 2 Action 1). By addressing these multifaceted needs, Lakeside Union School District remains steadfast in its mission to provide exceptional education and support for all stakeholders.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from Standard (DFS) on CAASPP ELA Assessment	2023 CAASPP ELA Distance from Standard <ul style="list-style-type: none"> All Students - 34.1 			2026 CAASPP ELA Distance from Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: CA School Dashboard</p> <p>Priority 4(a): Statewide assessments</p>	<ul style="list-style-type: none"> • EL -64.8 • FY-No Data • Homeless -No Data • SED -43.2 • SWD -117.2 • AA -74.3 • TMR -45.6 <p>Performance Level</p> <ul style="list-style-type: none"> • All students Orange • EL Orange • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • TMR Orange 			<ul style="list-style-type: none"> • All Students -25.1 • EL -55.8 • FY-No Data • Homeless -No Data • SED -34.2 • SWD -108.2 • AA -65.3 • TMR -36.6 <p>Performance Level</p> <ul style="list-style-type: none"> • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Yellow • TMR Yellow 	
1.2	<p>Distance from Standard (DFS) on CAASPP Math Assessment</p> <p>Source: CA School Dashboard</p>	<p>2023 CAASPP Math</p> <p>Distance from Standard</p> <ul style="list-style-type: none"> • All Students -85.3 • EL -99.6 			<p>2026 CAASPP Math</p> <p>Distance from Standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4(a): Statewide assessments	<ul style="list-style-type: none"> • FY-No Data • Homeless -No Data • SED -89.1 • SWD -158.8 • AA -119.4 • TMR -104.7 <p>Performance Level</p> <ul style="list-style-type: none"> • All students Orange • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • TMR Red 			<ul style="list-style-type: none"> • All Students -76.3 • EL -90.6 • FY-No Data • Homeless -No Data • SED -80.1 • SWD -149.8 • AA -110.4 • TMR -95.7 <p>Performance Level</p> <ul style="list-style-type: none"> • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Orange • TMR Orange 	
1.3	Distance from Standard (DFS) on CAASPP Science Assessment	2023 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students			2026 CAASPP Science Standard Met or Exceeded 5th &	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard Priority 4(a): Statewide assessments	<ul style="list-style-type: none"> • All Students 19% • EL 7% • FY 33% • Homeless 0% • SED 18% • SWD 7% • AA 21% • TMR 18% 			8th Grade Students <ul style="list-style-type: none"> • All Students 19% • EL 7% • FY 33% • Homeless 0% • SED 18% • SWD 7% • AA 21% • TMR 18% 	
1.4	English Learner Progress Indicator (ELPI) Source: CA School Dashboard Priority 4(e): Percentage of ELs who make progress toward English proficiency	2023 CA Dashboard ELPI 50.6% making progress towards English language proficiency English Learner Progress: Green			2026 CA Dashboard ELPI 56.6% making progress towards English language proficiency English Learner Progress: Green	
1.5	EL Reclassification Rate Source: DataQuest, Student Information System Priority 4(f): EL Reclassification Rate	2022/2023 DataQuest Ever ELs and Reclassification Status: 44.3%			2025/2026 DataQuest Ever ELs and Reclassification Status: 50.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	DIBELS Mid Year All Grades Status Report Source: Amplify Data System Priority 8: Other Pupil Outcomes	2023 DIBELS March Mid Year All Grades Status Report: 39% are identified as Strategic or Intensive.			2027 DIBELS March Mid Year All Grades Status Report: 33% are identified as Strategic or Intensive.	
1.7	Percent of TK-2nd Grade Students Below Benchmark Source: STAR Early Literacy Screening Report Priority 8: Other Pupil Outcomes	2023 March STAR Early Literacy Screening Report Below Benchmark TK: 54% Kindergarten: 49% 1st Grade: 51% 2nd Grade: 70% (twenty-two 2nd Grade students were assessed)			2027 March STAR Early Literacy Screening Report Below Benchmark TK: 48% Kindergarten: 43% 1st Grade: 45% 2nd Grade: 64% (based on twenty-two 2nd Grade students assessed)	
1.8	Percent of 2nd-8th Grade Students Below Benchmark Source STAR Reading Screening Report Priority 8: Other Pupil Outcomes	2023 March STAR Reading Screening Report Below Benchmark 2nd Grade: 61% 3rd Grade: 62% 4th Grade: 63% 5th Grade: 65% 6th Grade: 83% 7th Grade: 74% 8th Grade: 76%			2027 March STAR Reading Screening Report Below Benchmark 2nd Grade: 55% 3rd Grade: 56% 4th Grade: 57% 5th Grade: 59% 6th Grade: 77% 7th Grade: 68% 8th Grade: 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Percent of 1st-8th Grade Students Below Benchmark Source: STAR Math Screening Report 1st-8th Priority 8: Other Pupil Outcomes	2023 March STAR Math Screening Report Below Benchmark 1st Grade: 47% 2nd Grade: 63% 3rd Grade: 61% 4th Grade: 64% 5th Grade: 62% 6th Grade: 78% 7th Grade: 71% 8th Grade: 73%			2027 March STAR Math Screening Report Below Benchmark 1st Grade: 41% 2nd Grade: 57% 3rd Grade: 55% 4th Grade: 58% 5th Grade: 56% 6th Grade: 72% 7th Grade: 65% 8th Grade: 67%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supporting Student Success in Math	<ul style="list-style-type: none"> • Supportive Math Practices: Partnering with KCSOS to examine math standards and develop Common Formative Assessments (CFAs) will ensure alignment with best practices, allowing teachers to deliver targeted instruction tailored to students' needs. • Supportive Math Environments: By leveraging the expertise of our school psychologists, teachers will receive valuable support in addressing students' individual learning challenges and socio-emotional needs, fostering a conducive learning environment for math achievement. • Supportive Math Interventions: Piloting Response to Intervention (RtI) in Math will provide timely interventions for struggling students, enabling them to receive the necessary support to grasp key mathematical concepts effectively. Monitoring student progress through an assessment system will allow educators to track growth, identify areas of improvement, and adjust instructional strategies accordingly, ensuring that all students receive the targeted support they need to succeed in math. 	\$261,325.00	Yes
1.2	Supporting Student Success in ELA/ELD	<ul style="list-style-type: none"> • Supportive ELA/ELD Environments: By leveraging the expertise of our school psychologists, Response to Intervention (RtI) Coordinator teachers will receive valuable support in addressing students' individual learning challenges and socio-emotional needs, fostering a conducive learning environment for ELA/ELD achievement. The purchase of additional library resources will provide students with access to a diverse selection of books that cater to their varied interests and reading levels. While the continued implementation of a comprehensive Phonemic Awareness Program will support students in developing crucial foundational skills necessary for reading success. • Supportive ELA/ELD Interventions: Our instructional aides and paraprofessionals will work closely with teachers and the ELD/RtI Coordinator to deliver targeted interventions and support to unduplicated students. 	\$823,134.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Monitoring Phonemic Awareness & Phonics Progress: Utilize an online phonemic awareness and phonics program to monitor and track students' progress in foundational literacy skills. <p>These support systems and initiatives are designed to ensure that our unduplicated students receive the necessary resources and interventions to succeed academically and develop essential literacy skills for future academic achievement.</p>		
1.3	Maintaining AVID Program	Maintaining AVID (Advancement Via Individual Determination) ensures ongoing support for students in developing critical academic skills, fostering college and career readiness, and promoting a culture of high expectations and success. An AVID Teacher and tutors provides a support system which further enhances our efforts to address the needs of our unduplicated students.	\$19,967.00	Yes
1.4	Additional Support for ELs and LTELs	To support English Learners (ELs) and Long-Term English Learners (LTELs), we offer targeted training for teachers in EL/LTEL strategies and employ dedicated staff including an ELD/RtI Coordinator and instructional aides. Our curriculum and resources are tailored to promote language acquisition and academic progress, while a monitoring tool allows us to track student growth and provide timely interventions. Through these efforts, we aim to create an inclusive learning environment where ELs and LTELs can excel academically and linguistically.	\$270,634.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	<p>IEP Meeting Participation</p> <p>Source: CA School Dashboard</p> <p>Priority 3(c): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p>	<p>2023-2024 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.</p>			<p>2026-2027 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.</p>	
2.4	<p>Attendance Rate</p> <p>Source: Student Information System</p> <p>Priority 5(a): Student Engagement</p>	<p>April 2024 KiDS Year to Date Attendance:</p> <ul style="list-style-type: none"> Lakeside School: 92.24% Suburu School: 92.30% 			<p>April 2027 KiDS Year to Date Attendance:</p> <ul style="list-style-type: none"> Lakeside School: 95.24% Suburu School: 95.30% 	
2.5	<p>Chronic Absenteeism Rate.</p> <p>Source: CA School Dashboard, Kern Integrated Data System (KiDS)</p> <p>Priority 5(b): Student Engagement</p>	<ul style="list-style-type: none"> 2023 CA School Dashboard: Chronic Absenteeism District: All Students 35.7% Yellow Lakeside School: All Students 32.8% Yellow 			<ul style="list-style-type: none"> 2026 CA School Dashboard: Chronic Absenteeism District: All Students 32.7% Yellow 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • Donald E. Suburu School: All Students 37.3% Yellow • 2024 KiDS Percent of students who are identified as Chronically Absent. • Lakeside School: 27% • Donald E. Suburu School: 26% 			<ul style="list-style-type: none"> • Lakeside School: All Students 29.8% Yellow • Donald E. Suburu School: All Students 34.3% Yellow • 2027 KiDS Percent of students who are identified as Chronically Absent. • Lakeside School: 24% • Donald E. Suburu School: 23% 	
2.6	Middle School Dropout Rate	-April 2024 KiDS Middle School Dropout Rate: 0.54%			-April 2027 KiDS Middle School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Kern Integrated Data System (KiDS) Priority 5(c): Student Engagement				Dropout Rate: 0.20%	
2.7	Suspension Rate Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 6(a): School Climate	<ul style="list-style-type: none"> 2023 CA School Dashboard Suspension Rate. All Students 5.4% Red AA 13.8% Red SWD 6.9% Red AS 1.8% Orange TOM 12.3% Red EL 3.9% Red April 2024 KiDS Suspension Rate Data All Students 4.24% AA 7.22% SWD 5.37% AS 1.57% TOM 5.56% EL 3.93% 			<ul style="list-style-type: none"> 2026 CA School Dashboard Suspension Rate. All Students 5.1% Red AA 13.5% Red SWD 6.6% Red AS 1.5% Orange TOM 12% Red EL 3.6% Red April 2027 KiDS Suspension Rate Data All Students 4.21% AA 6.92% SWD 5.34% AS 1.53% TOM 5.53% EL 3.90% 	
2.8	Expulsion Rate Source: CA School Dashboard, Kern	<ul style="list-style-type: none"> 2023 CA Dashboard 0% 			<ul style="list-style-type: none"> 2026 CA Dashboard 0% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Integrated Data System (KiDS)</p> <p>Priority 6(b): School Climate</p>	<ul style="list-style-type: none"> • April 2024 KiDS • District: 0% • Lakeside School: 0% • Donald E. Suburu School: 0% 			<ul style="list-style-type: none"> • April 2027 KiDS • District: 0% • Lakeside School: 0% • Donald E. Suburu School: 0% 	
2.9	<p>Student Surveys of sense of safety and school connectedness.</p> <p>Source: CA Healthy Kids Survey</p> <p>Priority 6(c): School Climate</p>	<ul style="list-style-type: none"> • 2023 CA Healthy Kids Survey • Grade 5 School Engagement and Supports <ul style="list-style-type: none"> • School Connectedness 63% • School Safety Feel safe at school 67% • Grade 7 School Engagement and Supports <ul style="list-style-type: none"> • School connectedness 44% • School Safety perceived as 			<ul style="list-style-type: none"> • 2026 CA Healthy Kids Survey • Grade 5 School Engagement and Supports <ul style="list-style-type: none"> • School Connectedness 69% • School Safety Feel safe at school 73% • Grade 7 School Engagement and Supports 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		very safe or safe 27%			<ul style="list-style-type: none"> School connecte dness 50% School Safety <ul style="list-style-type: none"> School perceived as very safe or safe 33% 	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions and Supports (PBIS).	<ul style="list-style-type: none"> Continue to Build A Positive School Environment: Partnering with KCSOS to provide staff release time for PBIS training building a multi-tiered social culture and behavior support system to cultivate a positive and engaging learning environment for our unduplicated students. PBIS Interventions: Counselor and Student Achievement Support & Intervention staff offer personalized assistance to students to help build a positive and welcoming learning environment. Additionally, we utilize student incentives and a management system to recognize and reinforce positive behavior, fostering a school community where every student feels valued and motivated to succeed. 	\$311,103.77	Yes
2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	By prioritizing a stronger home-to-school connection, we aim to support our unduplicated students. Through initiatives such as parent information nights, bilingual stipends for classified staff, and web-based communication tools, we foster a collaborative environment where families feel empowered and involved in their children's education. Additionally, web-based communication tools provide convenient platforms for ongoing dialogue, keeping families informed and engaged in their child's educational experiences.	\$58,604.00	Yes
2.3	Promoting Regular School Attendance	<ul style="list-style-type: none"> Promoting Student Health and Attendance: The school nurse and health technicians conduct health screenings and assessments to identify attendance-related health issues. They provide health education to students and families, collaborate with families and medical providers to manage chronic health conditions affecting attendance, and implement wellness programs to promote student health and well-being. Our campus supervisor will promote positive student attendance by monitoring and addressing attendance concerns with staff, students and families. 	\$334,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Promoting Positive Growth: An Alternative to Suspension	Provide an alternative to suspension class to address disparities in disciplinary outcomes and promote equity in our school community. By offering alternative disciplinary measures, we aim to support students' social and emotional development while maintaining a safe and inclusive learning environment.	\$188,375.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>2021-22 Teaching Assignment Monitoring Outcomes</p> <p>Source: DataQuest CA Department of Education</p>	<ul style="list-style-type: none"> 2021-22 Teaching Assignment Monitoring Outcomes 			<ul style="list-style-type: none"> 2024-25 Teaching Assignment Monitoring 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1(a): Teachers : Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.	Clear 91.7% Out-of-Field: 0%			Outcome s Clear 94.7% Out-of-Field: 0%	
3.2	Local Indicators: Instructional Materials Source: CA School Dashboard Priority 1(b): Standards-aligned Instructional Materials for every student.	-2023 CA Dashboard Local Indicators: Instructional Materials: 100%			-2026 CA Dashboard Local Indicators: Instructional Materials: 100%	
3.3	Overall Rating of School Site Facility Inspection Tool (FIT) Source: Facility Inspection Tool Priority 1(c): School facilities are maintained in good repair.	<ul style="list-style-type: none"> 2023 Overall Rating of School Site FIT. 207 areas that did not meet "Good Repair" Standard November 2022 Overall Rating FIT <ul style="list-style-type: none"> Lakeside School: Good Donald E. Suburu School: Exemplary 			<ul style="list-style-type: none"> 2026 Overall Rating of School Site FIT. 20 areas that did not meet "Good Repair" Standard November 2025 Overall Rating FIT <ul style="list-style-type: none"> Lakeside School: Good Donald E. Suburu School: 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Exemplary	
3.4	<p>Rubric Scores for Implementation of State Standards</p> <p>Source: Kern Integrated Data System (KiDS)</p> <p>Priority 2(a): Implementation of State Academic Standards Performance Indicator</p>	-2023 Rubric Scores for Implementation of State Standards:100%			-2026 Rubric Scores for Implementation of State Standards:100%	
3.5	<p>School Site Master Schedule indicating designated English Language Development (ELD). Percentage of standards implemented</p> <p>Source: Student Information System</p> <p>Priority 2(b): How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<ul style="list-style-type: none"> 2023 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. <p>100% of ELs receive</p>			<ul style="list-style-type: none"> 2026 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.			<p>Development (ELD) focused on CA ELD Standards.</p> <p>100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.</p>	
3.6	<p>School Site Master Schedule indicating students have access to a broad course of study</p> <p>Source: Student Information System</p> <p>Priority 7(a): Access to a Broad Course of Study</p>	-2023 School Site Master Schedule indicating students have access to a broad course of study: 100% of students have access to a broad course of study per the Master Schedule.			-2026 School Site Master Schedule indicating students have access to a broad course of study: 100% of students have access to a broad course of study per the Master Schedule.	
3.7	School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study	<ul style="list-style-type: none"> 2023 School Site Master Schedule indicating low income, English 			<ul style="list-style-type: none"> 2026 School Site Master Schedule indicating 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: Student Information System</p> <p>Priority 7(b): Programs and services developed and provided to low income, English learner, foster youth pupils</p>	<p>learner, foster youth pupils have access to a broad course of study: 100%</p> <p>low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.</p>			<p>low income, English learner, foster youth pupils have access to a broad course of study: 100%</p> <p>low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.</p>	
3.8	<p>School Site Master Schedule indicating students with disabilities have access to a broad course of study</p> <p>Source: Student Information System</p> <p>Priority 7(c): Programs and services developed and provided to students with disabilities</p>	<p>-2023 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.</p>			<p>-2026 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.</p>	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain Standards Aligned Instructional Materials	Maintaining standards-aligned materials ensures that instruction remains focused on key learning objectives, promoting consistency, rigor, and equity in education. Additionally, allocating an adequate classroom supply budget enables teachers and instructional aides to access the necessary resources to support their instructional goals effectively. Furthermore, providing preschool TK resources and TK/K crayons ensures that our youngest learners have access to age-appropriate materials, setting a strong foundation for their academic journey. These efforts underscore our commitment to providing quality education that meets the diverse needs of all students while maintaining high standards of excellence.	\$387,551.00	Yes
3.2	Nurturing Teacher Excellence: Providing	By partnering with Kern County Superintendent of Schools and offering certificated stipends to provide support to teachers ensures they have the resources, training, and guidance necessary to deliver effective instruction	\$141,395.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Comprehensive Support	and meet the diverse needs of students, ultimately fostering a positive learning environment and promoting student success.		
3.3	Ensuring Clean and Safe Facilities	Providing a clean and safe facility is essential for creating an environment conducive to learning and well-being for all students and staff. With additional custodial staff, we ensure that our facilities are meticulously maintained, promoting health and safety throughout our school sites. Implementing a guest sign-in system enhances security measures, safeguarding our school community. Moreover, our transportation program facilitates access to education for all students, fostering inclusivity and reducing barriers to attendance. Additionally, a monitoring system for online access to students ensures responsible and safe internet usage, promoting digital literacy and cyber safety. Through these initiatives, we prioritize the holistic well-being of our school community and create an environment where students can thrive academically and socially.	\$757,258.00	Yes
3.4	Targeted Support for Students with Disabilities	Of the 224 students with disabilities, 64% are low income, 9% are English Learners, and 1% are Foster Youth. These demographics underscore the need for targeted interventions and support to address the diverse needs of our student population. Given the data from the CAASPP assessments and suspension rates, it is clear that targeted interventions are necessary to improve outcomes for these students. To address the academic and support needs of students with disabilities, we will implement a comprehensive action plan involving our Director of Student Support Services, school psychologist, speech and language pathologist, instructional aides, and additional materials and resources. Our school psychologist, under the direction of our Director of Student Support Services, will conduct individual assessments and provide access to our counselors for on-site counseling to support the social-emotional well-being of students with disabilities. The speech and language pathologist will offer specialized instruction and therapy to enhance communication skills. Instructional aides will provide personalized academic support and assistive technology tools to facilitate learning. We will allocate funds for instructional materials and resources specifically tailored for students with disabilities. This includes adaptive equipment, accessible curriculum materials, and specialized training for teachers and support staff. By	\$716,624.00	No

Action #	Title	Description	Total Funds	Contributing
		focusing on these areas, we aim to narrow the gap in academic achievement and create an inclusive and supportive learning environment for all students.		
3.5	After School Sports	By providing athletic stipends, coaching stipends, and transportation to sporting events, we aim to offer after-school sports opportunities and provide sporting supplies to all students, particularly our unduplicated students who may not have access otherwise. Engaging students in extracurricular activities like sports encourages school attendance by creating a sense of belonging and motivation to participate in school activities. This initiative also promotes physical well-being and social interaction, contributing to a positive school culture that supports student attendance and academic success.	\$32,232.00	Yes
3.6	Band & Choir	By actively recruiting unduplicated students, including those from low-income backgrounds, we aim to provide access to music education opportunities that they may not otherwise have. Hosting parent information nights at all sites allows us to inform parents about the instrument program, which provides students with access to music supplies such as instruments, and sheet music at no cost.	\$98,156.00	Yes
3.7	Camp Keep	Participation in Camp KEEP during 6th grade is a significant opportunity to promote positive attendance and enrich the educational experience for our students. By providing additional support for Camp KEEP registration fees and ensuring transportation for all 6th-grade students who wish to attend, we remove barriers that may prevent students, especially our unduplicated students, from participating in this valuable weeklong learning experience. Teacher stipends are also provided to support instruction, ensuring that students receive quality educational programming that aligns with curriculum standards.	\$30,322.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Aquatics	Having a swimming pool, along with dedicated staff such as a pool manager, lifeguards, pool equipment and maintenance personnel, can significantly contribute to promoting positive school attendance in several ways. The presence of these resources provides our unduplicated students with unique opportunities for physical activity, skill development, and social engagement, which are crucial for their overall well-being and educational experience.	\$125,832.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,840,833	\$368,408

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
23.852%	0.000%	\$0.00	23.852%

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	<p>Action: Supporting Student Success in Math</p> <p>Need: We have identified math as a critical need based on compelling data from multiple assessments and our educational partners. Staff, Family and Student surveys indicated a need for additional support in math. While our assessments also revealed a need for support in mathematics. The STAR Math assessment</p>	<p>These professional development initiatives are designed to equip educators and instructional aides with the latest research-based strategies, instructional techniques, and resources necessary to foster engaging, effective, and student-centered teaching practices. By investing LEA-wide in the continuous growth and development of our educators, we aim to ensure that every student receives the highest quality of instruction to maximize their learning potential and academic success. By addressing this need head-on utilizing</p>	<ul style="list-style-type: none"> • CAASPP Math (Goal 1 Metric 2) • STAR Math (Goal 1 Metric 9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>revealed that over 60% of our students are performing below benchmark levels in mathematics. Analysis of the Distance from Standard for CAASPP Math assessments has provided additional insights. Specifically, it has highlighted that our English Learners (99.6 points below standard) and Low Income students (89.1 points below standard) performed lower than All Students (85.3 points below). This data underscores a significant gap in math proficiency that requires immediate attention for these groups. Through the implementation of focused interventions and support services, we will address the needs of all students, with a focus on our unduplicated students, as well as other student groups such as Students with Disabilities, African Americans, and those identified as Two or More Races, who also exhibit low performance in Math.</p> <p>Scope: LEA-wide</p>	<p>our school psychologist and our ELD/RtI Coordinator we will be implementing targeted interventions and support strategies, while working towards closing the achievement gap and ensuring equitable access to high-quality math education for our unduplicated students, as well as other student groups such as Students with Disabilities, African Americans, and those identified as Two or More Races, who also exhibit low performance in Math.</p>	
<p>1.2</p>	<p>Action: Supporting Student Success in ELA/ELD</p> <p>Need: There is a critical need to support our students, particularly our English Learners, Foster Youth, and low-income students in the areas of English Language Arts (ELA) and English Language Development (ELD) based on recent data. CAASPP ELA Distance From Standard (below standard) scores reveal significant disparities: All Students are 38</p>	<p>Our RtI Coordinator with the support of our classroom teachers and Instructional Aides, by providing students struggling in developing early literacy skills additional support, especially our unduplicated students. By providing additional support in TK-2nd grades with a phonemic awareness and phonics program, we can effectively address the early literacy skills needed to read at grade level mitigating the risk of academic challenges persisting into 3rd grade and beyond.</p>	<ul style="list-style-type: none"> • CAASPP ELA (Goal 1 Metric 1) • CAASPP Science (Goal 1 Metric 3) • DIBELS (Goal 1 Metric 6) • STAR Early Literacy (Goal 1 Metric 7) • STAR Reading (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>points below standard, whereas ELs are 101 points below standard, FY are 72 points below standard, and low-income students are 45 points below standard. Additionally, Students with Disabilities are 112 points below standard, and African American students are 82 points below standard. This data indicates that unduplicated students and Students with Disabilities, and African American students are significantly below the standard compared to their peers.</p> <p>Additionally, the 2023 CA Dashboard ELPI (English Learner Progress Indicator) shows that only 50.6% of ELs are making progress towards English language proficiency. Furthermore, according to the 2022/2023 DataQuest Ever ELs and Reclassification Status Report, 44.3% of students fall into the category of Ever ELs, highlighting the ongoing challenge in supporting students as they progress towards reclassification.</p> <p>Scope: LEA-wide</p>	<p>The Librarian will help foster literacy and reading skills by curating appropriate resources and conducting reading programs. School psychologist will play a vital role in guiding teachers and providing interventions for students facing challenges academically and socially. Lastly, by providing multiple assessment systems, we can continue to monitor student progress making adjustments as needed to meet the needs of our unduplicated students.</p>	
1.3	<p>Action: Maintaining AVID Program</p> <p>Need: With significant gaps in Distance From Standard (DFS) scores for our English Learners at 55.8 points below standard and our low-income students at 34.2 points below standard, it is clear there is work to be done.</p>	<p>Implementing the AVID program presents a strategic solution to address this need. Given the significant distance from the standard for ELs (-55.8 in ELA) and low-income (-34.2 in ELA), AVID's structured approach to language acquisition and academic support can be particularly beneficial. An AVID Teacher and tutors will provide academic support to students and staff to bridge the learning gap in ELA. AVID strategies</p>	<ul style="list-style-type: none"> • CAASPP ELA (Goal 1 Metric 1) • STAR Reading (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>These disparities highlight the need for targeted support and interventions to ensure that all students, regardless of background, have the resources and assistance they need to succeed academically. While All Students are currently 25.1 points below standard, addressing the specific needs of our ELs and low-income students is crucial to narrowing the achievement gap and promoting equitable educational opportunities for everyone.</p> <p>Scope: LEA-wide</p>	<p>can help our unduplicated students improve their language proficiency, academic vocabulary, and critical thinking skills, all of which are crucial for success on the CAASPP and other assessments.</p>	
<p>2.1</p>	<p>Action: Positive Behavior Interventions and Supports (PBIS).</p> <p>Need: The CA Healthy Kids Survey results indicate disparities in school connectedness and perceived safety between different grade levels, with Grade 7 students reporting lower levels of connectedness and feelings of safety compared to Grade 5 students. Furthermore, the 2023 CA School Dashboard's Suspension Rate data reveals significant disparities in disciplinary outcomes among various student groups, especially our unduplicated student groups. Additionally, the chronic absenteeism rate for our unduplicated student groups in our district is notably high at 35.7%. Specifically, Chronic Absenteeism for All Students declined from 44.6% to 35.7%, ELs declined significantly from 40.9% to 33.6%, FY declined from 57.9% to 23.8%, and low-income</p>	<p>Our counselor, school psychologist interns, and Student Achievement Support & Intervention staff play integral roles in our efforts to support student well-being and academic success. By implementing Positive Behavioral Interventions and Supports (PBIS), we aim to enhance school connectedness, increase feelings of safety among students, and reduce suspension rates and chronic absenteeism. PBIS provides a structured framework for establishing clear behavioral expectations, implementing evidence-based interventions to address behavioral challenges, and cultivating a positive school culture where all students feel valued, respected, and supported. Through collaborative efforts and a commitment to PBIS principles, we can create a school environment where every student can thrive and succeed.</p>	<ul style="list-style-type: none"> • Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5) • Middle School Dropout Rate (Goal 2, Metric 6) • Suspension Rate (Goal 2, Metric 7) • Expulsion Rate (Goal 2, Metric 8) • Staff, Student and Family Surveys (Goal 2, Metric 9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students declined significantly from 46.4% to 36.6%. However, suspension rates have increased significantly not only among our unduplicated student groups: ELs from 1.6% to 3.9%, FY from 11.1% to 20.8%, low-income students from 4% to 5.7%, but also within other student groups: All Students from 3.2% to 5.4%, Students with Disabilities from 4.5% to 6.9%, African American students from 6.4% to 13.8%, and Two or More Races students from 7.7% to 12.3%.</p> <p>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Building Stronger School-Home Partnerships: Promoting Parent Involvement</p> <p>Need: Despite parents attending parent meetings, the persistently high rates of chronic absenteeism and suspension within the district underscore the critical need for increased parent and family involvement in the school community. According to the 2023 CA School Dashboard, Chronic Absenteeism for the district is at a concerning 35.7%, indicating that a significant number of students are missing valuable instructional time. Specifically, Chronic Absenteeism declined for All Students from 44.6% to 35.7%, and our unduplicated students (ELs from 40.9% to 33.6%, for FY from 57.9% to 23.8%, for low-income students). Additionally, the suspension rate for the district has increased</p>	<p>Certificated and classified staff will be offering parent informational meetings to foster stronger partnerships between home and school. By doing so, parents can play a crucial role in promoting regular attendance, positive behavior, and academic achievement among all students, especially our unduplicated student groups. Collaborative efforts such as parent workshops, family engagement activities, and outreach programs can empower parents with the knowledge, resources, and support needed to address attendance challenges and reinforce positive behavior at home. Through sustained parent and family involvement, we can work together to create a supportive and nurturing environment that encourages student success and well-being.</p>	<ul style="list-style-type: none"> • Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5) • Middle School Dropout Rate (Goal 2, Metric 6) • Suspension Rate (Goal 2, Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to 5.4%, highlighting the prevalence of disciplinary issues that disrupt the learning environment. Specifically, suspension rates increased significantly for our unduplicated students; ELs from 1.6% to 3.9%, for FY from 11.1% to 20.8%, for low-income students from 4% to 5.7%. Other student groups who are struggling is our SWD from 4.5% to 6.9%, AA from 6.4% to 13.8%, Hispanic students from 2.9% to 5%, and TOM from 7.7% to 12.3%. While parent meetings provide a platform for communication and engagement, addressing the underlying factors contributing to absenteeism and disciplinary issues requires a more comprehensive approach that actively involves parents and families in their child's education.</p> <p>Scope: LEA-wide</p>		
<p>2.3</p>	<p>Action: Promoting Regular School Attendance</p> <p>Need: The CA Healthy Kids Survey highlights the importance of a counselor for 5th grade students, despite their relatively higher levels of school connectedness and perceived safety compared to 7th grade students. While 63% of 5th grade students report feeling a sense of school connectedness and 67% feel safe at school, it's crucial to recognize that there may still be students within this group who are experiencing social or emotional challenges that require support. With only 44% of 7th</p>	<p>The presence of a registered nurse, health technicians, and a campus supervisor in our schools will play a pivotal role in addressing the social, emotional, and health-related challenges highlighted by the CA Healthy Kids Survey. By providing accessible support services, these professionals will offer targeted interventions to students at different grade levels, ensuring that those experiencing social or emotional difficulties receive the necessary assistance. The registered nurse will contribute to students' overall well-being by addressing health-related concerns and providing timely interventions to support students' physical health. Furthermore, the presence of these professionals will help mitigate chronic</p>	<ul style="list-style-type: none"> • Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>grade students reporting a sense of school connectedness and a mere 27% perceiving the school as very safe or safe, it is evident that many students may be experiencing social and emotional challenges that impact their well-being and academic success. Despite some improvement, chronic absenteeism remains a significant concern in our district. While the rates have declined for all students from 44.6% to 35.7%, ELs from 40.9% to 33.6%, FY from 57.9% to 23.8%, and low-income students from 46.4% to 36.6%, these figures are still alarmingly high. Chronic absenteeism disrupts students' learning experiences, leading to gaps in knowledge, lower academic achievement, and increased dropout rates. Additionally, certain student groups continue to struggle disproportionately. For example, chronic absenteeism for SWD declined only slightly from 49.3% to 46.7%, for AA it increased from 28% to 42.2%, and for TOM it declined from 50.9% to 37.9%. These persistently high rates indicate that these groups face unique barriers to consistent school attendance, which may include health issues, lack of resources, or socio-economic challenges. Addressing chronic absenteeism in these vulnerable groups is crucial for ensuring equitable educational opportunities and fostering long-term academic success.</p> <p>Scope: LEA-wide</p>	<p>absenteeism by identifying and addressing underlying issues that may prevent students from attending school regularly.</p>	

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
<p>2.4</p>	<p>Action: Promoting Positive Growth: An Alternative to Suspension</p> <p>Need: Having an alternative to suspension class is a critical necessity to address the increasing suspension rates among our student population. The data from the California School Dashboard indicates a significant rise in suspension rates across various student groups: All Students increased significantly from 3.2% to 5.4%, English Learners (ELs) increased significantly from 1.6% to 3.9%, Foster Youth (FY) increased significantly from 11.1% to 20.8%, and Low Income students increased from 4% to 5.7%.</p> <p>Scope: LEA-wide</p>	<p>Implementing an alternative to suspension class provides an effective strategy to mitigate these rates by offering students a supportive and constructive environment to address behavioral issues. This approach allows students to remain engaged in their learning and social environments while receiving necessary interventions and support. The vice principal, alternative to suspension teacher, and counselor will work collaboratively to provide targeted interventions and resources in a structured setting. This team effort aims to help students build social-emotional skills, improve behavior, and ultimately reduce suspension rates, fostering a positive and inclusive school climate for all students.</p>	<ul style="list-style-type: none"> • Suspension Rate (Goal 2, Metric 7)
<p>3.1</p>	<p>Action: Maintain Standards Aligned Instructional Materials</p> <p>Need: The 2023 CA Dashboard Local Indicators highlight a crucial need for our commitment to providing and implementing standards-aligned instructional materials, particularly for our unduplicated student groups. While achieving a 100% implementation rate is commendable, it underscores the necessity of ensuring equitable access to quality educational resources for all students, regardless of their background or learning needs.</p>	<p>These actions directly address the needs of English Learners (ELs), Low-Income students, and Foster Youth by ensuring equitable access to high-quality education and resources. Maintaining standards-aligned materials supports ELs in language acquisition and helps bridge learning gaps for Low-Income and Foster Youth students. Additionally, providing an additional classroom supply budget ensures teachers can create engaging environments, while offering Preschool & TK resources and age appropriate TK/K crayons supports early development and removes barriers to participation for all students. Through these efforts, we strive to promote academic success</p>	<ul style="list-style-type: none"> • CA Dashboard Local Indicators: Instructional Materials (Goal 3, Metric 2, 4-7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>and equity for all learners, regardless of their background or circumstances.</p>	
<p>3.2</p>	<p>Action: Nurturing Teacher Excellence: Providing Comprehensive Support</p> <p>Need: In light of our student demographics, with over 70% classified as Low-Income, 16% identified as ELs and a slow increase in the number of Foster Youth, it becomes paramount to address the multifaceted needs of our diverse student body. Coupled with recent staff feedback revealing significant areas requiring support, including assisting students with Individualized Education Programs (IEPs) and Social-Emotional Learning (SEL), it is clear that targeted interventions and resources are essential. With 74% of staff expressing a need for assistance in supporting students with IEPs and SEL, and 71% seeking support for English Learners (ELs), there is a resounding call for comprehensive strategies to bolster academic and social-emotional growth. Furthermore, the expressed need for support in technology (54%) and engaging with families (49%) underscores the importance of equipping educators with the tools and skills necessary to leverage technology effectively for instruction and to foster meaningful partnerships with families.</p> <p>Scope:</p>	<p>Veteran teachers will receive a stipend for supporting new staff, offering invaluable support and guidance in effective instructional strategies, mentorship, and classroom management techniques. Providing teacher support alongside Kern County Superintendent of Schools (KCSOS) and through collaboration with veteran teachers is integral to addressing the identified needs effectively. KCSOS offers invaluable support to our new teachers in addressing the needs of English Learners (ELs), Low-Income students, and Foster Youth (FY). Through specialized training and resources, KCSOS equips educators with strategies to effectively differentiate instruction, provide targeted interventions, and create inclusive learning environments. By leveraging KCSOS support, our new teachers gain the tools and knowledge necessary to meet the diverse needs of all students and ensure every learner receives the support they need to succeed academically and socio-emotionally. While our veteran teachers bring valuable experience and insights into effective instructional strategies, mentorship, and classroom management techniques, offering invaluable support and guidance to their colleagues.</p>	<ul style="list-style-type: none"> • CA Dashboard Local Indicators: Basics: Teachers (Goal 3, Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	<p>Action: Ensuring Clean and Safe Facilities</p> <p>Need: The identified need for additional custodial staff is underscored by concerning data indicating disparities in perceptions of cleanliness and maintenance within our school community. While only 50% of families and staff feel that our school building is well-cleaned and maintained, significantly lower percentages among 3rd-5th graders (33%) and 6th-8th graders (8%) share this sentiment (LCAP Survey). Our student demographics further highlight the importance of maintaining a clean and safe learning environment, with over 70% classified as Low-Income, 16% identified as ELs, and a slow increase in the number of Foster Youth. Addressing these perceptions and ensuring a well-maintained facility is crucial to supporting the academic and social-emotional success of our diverse student population.</p> <p>Scope: LEA-wide</p>	<p>Addressing this need is paramount to ensure a safe and conducive learning environment for all students. Implementing a guest sign-in system at each school site enhances security measures, fostering a sense of safety and accountability within our school community. Our office staff will oversee our guest sign-in system to ensure its effective operation. Similarly, establishing a transportation program ensures safe and reliable transport for students, addressing access barriers and promoting inclusivity to ensure equitable educational opportunities for all. Our Transportation Coordinator will oversee the program to ensure efficiency and safety in student transportation.</p> <p>Additionally, custodians will play a crucial role in maintaining a clean and safe facility. They will ensure that our school buildings are well-maintained, supporting the health and well-being of our students and staff. By prioritizing these initiatives, we demonstrate our commitment to fostering a clean, safe, and supportive environment where every student can thrive.</p>	<ul style="list-style-type: none"> • CA Dashboard Local Indicators: Basics: Facilities: (Goal 3, Metric 3)
3.5	<p>Action: After School Sports</p> <p>Need: After-school sports programs are essential to address chronic absenteeism, as evidenced</p>	<p>By providing athletic stipends, coaching stipends, and transportation to sporting events, we aim to further enhance these programs, offering opportunities for all students, particularly our unduplicated students, who may not have had access otherwise. Engaging students in sports</p>	<ul style="list-style-type: none"> • CA Dashboard Local Indicators: Access to a Broad Course of Study (Goal 3, Metric 6-8)

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
	<p>by recent data. At a public hearing for our 2024 LCAP, a bargaining unit member mentioned looking forward to having transportation for after-school sports. The overall decline in chronic absenteeism among all students from 44.6% to 35.7% reflects a positive trend, demonstrating the effectiveness of extracurricular activities in improving attendance. Specifically, among English Learners (EL), there was a significant decline from 40.9% to 33.6%, and among Foster Youth (FY), absenteeism decreased from 57.9% to 23.8%. Low-income students also showed a significant decline from 46.4% to 36.6%. These improvements highlight the impact of after-school sports on student engagement and attendance.</p> <p>Scope: LEA-wide</p>	<p>fosters a sense of belonging, encourages regular attendance, and promotes physical and mental well-being, contributing to a positive school environment and overall academic success.</p>	
<p>3.6</p>	<p>Action: Band & Choir</p> <p>Need: The data on chronic absenteeism highlights the critical need for extracurricular activities like band and choir to support attendance improvement efforts. Across all student groups, there has been a significant decline in chronic absenteeism, from 44.6% to 35.7%, indicating positive progress in keeping students engaged and attending school regularly. Specifically, English Learners (EL) saw a notable decrease from 40.9% to 33.6%, while Foster Youth (FY) absenteeism declined</p>	<p>Research shows that music education enhances student engagement, academic achievement, and social-emotional development, contributing to a positive school environment. By providing a Band/Choir Teacher and a Band Stipend we aim to further enhance these programs, offering opportunities for all students, particularly our unduplicated students, who may not have had access otherwise. By actively recruiting unduplicated students, including those from low-income backgrounds, and providing access to music supplies and resources at no cost, we ensure that all students have the opportunity to participate and benefit from these enriching experiences. The funds allocated for staffing,</p>	<ul style="list-style-type: none"> • CA Dashboard Local Indicators: Access to a Broad Course of Study (Goal 3, Metric 6-8)

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
	<p>dramatically from 57.9% to 23.8%. Low-income students also showed significant improvement, decreasing from 46.4% to 36.6%.</p> <p>Scope: LEA-wide</p>	<p>instrument cost for those in need, and instructional materials support the growth and sustainability of these programs, fostering a positive impact on attendance and overall student success.</p>	
<p>3.7</p>	<p>Action: Camp Keep</p> <p>Need: The data on chronic absenteeism underscores the importance of programs like Camp KEEP in improving attendance rates among our students. Across all student groups, there has been a notable decline in chronic absenteeism, from 44.6% to 35.7%, indicating positive progress in student attendance. Specifically, English Learners (EL) experienced a significant decrease from 40.9% to 33.6%, while absenteeism among Foster Youth (FY) decreased dramatically from 57.9% to 23.8%. Low-income students also showed substantial improvement, decreasing from 46.4% to 36.6%.</p> <p>Scope: LEA-wide</p>	<p>Camp KEEP plays a crucial role in these improvements by providing a unique, weeklong outdoor learning experience that engages students in hands-on science and environmental education. By offering additional support for registration fees and transportation, and providing teacher stipends to ensure quality instruction, we make this experience accessible to all 6th-grade students, particularly those who may otherwise face barriers to participation.</p> <p>Research shows that immersive outdoor education programs like Camp KEEP have a positive impact on student engagement and attendance. Such experiences not only reinforce classroom learning but also foster a sense of community and connection among students.</p>	<ul style="list-style-type: none"> • CA Dashboard Local Indicators: Access to a Broad Course of Study (Goal 3, Metric 6-8)
<p>3.8</p>	<p>Action: Aquatics</p> <p>Need:</p>	<p>A pool manager, lifeguards, and pool maintenance staff play a vital role in ensuring the safety and operation of our pool facilities. Their expertise and dedication enable us to offer high-quality aquatic programs and maintain a safe environment for all</p>	<ul style="list-style-type: none"> • CA Dashboard Local Indicators: Access to a Broad Course of Study (Goal 3, Metric 6-8)

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
	<p>The data on chronic absenteeism underscores the need for facilities like a swimming pool to support improved attendance rates among our students. Across all student groups, there has been a notable decline in chronic absenteeism, from 44.6% to 35.7%, indicating positive progress in student attendance. Specifically, English Learners (EL) experienced a significant decrease from 40.9% to 33.6%, while absenteeism among Foster Youth (FY) decreased dramatically from 57.9% to 23.8%. Low-income students also showed substantial improvement, decreasing from 46.4% to 36.6%.</p> <p>Scope: Schoolwide</p>	<p>students. Having a swimming pool at our school offers unique opportunities to promote regular attendance by providing physical education and aquatic activities. This includes swimming lessons, water safety training, and recreational swimming sessions. These activities not only contribute to the physical health and fitness of our students but also offer a fun and engaging way for them to participate in school activities. By making the pool accessible for students who need it, we ensure that all students, particularly our unduplicated students, have the chance to benefit from these enriching experiences. Research indicates that physical activity and recreational opportunities can enhance student engagement and reduce absenteeism. By investing in a swimming pool and associated programs, we provide a compelling reason for students to come to school regularly and participate actively in their education. This helps create a positive school environment that supports the overall well-being and academic success of our diverse student population.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Additional Support for ELs and LTELs</p> <p>Need:</p>	<p>Our ELD/Rtl coordinator and instructional aides play a crucial role in supporting our students, particularly ELs and Long-Term English Learners (LTELs), through various initiatives and resources.</p>	<ul style="list-style-type: none"> English Learner Progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The 2023 CA Dashboard Local Indicators underscore the critical need for continued focus on addressing the diverse educational needs of our students, particularly English Learners (ELs). Of the 265 ELs in our district over 70% are identified as Low Income with only a few identified as Foster Youth. A comprehensive support system is essential because English Learners (ELs) and Long-Term English Learners (LTELs) face unique challenges in acquiring language proficiency and academic skills. Data from the CA School Dashboard indicates that ELs are significantly below the standard in both English Language Arts (ELA) and Math, with a distance of -101 and -124, respectively, compared to the All Student Group's distance of -38 in ELA and -88 in Math. By providing specialized training for teachers, dedicated staff, tailored curriculum, and monitoring tools, we ensure that ELs and LTELs receive the support they need to bridge these gaps and thrive academically and linguistically.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>They collaborate closely with teachers to develop and implement supplemental curriculum resources tailored to the diverse needs of our student population, ensuring differentiated instruction. Additionally, they assist in the allocation and utilization of additional classroom supply funds, providing teachers with the necessary materials to create a supportive learning environment. The ELD/RtI coordinator oversees a program to monitor all students' progress, with a focus on ELs and LTELs, ensuring timely interventions and academic growth. By allocating specific resources like bilingual materials and language support services, we promote equitable access to high-quality education and support language acquisition, helping all students achieve academic success.</p>	<p>Indicator (Goal 1 Metric 4)</p> <ul style="list-style-type: none"> EL Reclassification Rate (Goal 1 Metric 5)

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.

Additional Concentration Grant Funding

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

The Lakeside Union School District will use the additional Concentration Grant add-on funding to expand our staff resources dedicated to supporting our students, including foster youth, English learners, and low-income students. This includes hiring School Psychologist interns to provide essential support in social-emotional learning and PBIS (Goal 2, Action 1), as well as additional Instructional Aides who will focus on supporting Response to Intervention (Rtl) efforts in ELA and Math (Goal 1, Action 1 & 2). Additionally, we are establishing Student Achievement Supports & Interventions positions(Goal 2, Action 1) to address attendance and behavior concerns, and a Campus Supervisor (Goal 2, Action 1 & 3) will assist with attendance, PBIS, and managing student behaviors. An Alternative to Suspension Teacher will guide students towards making positive choices (Goal 2, Action 4), while AVID Tutors will support ELA academic skills (Goal 1, Acton 3). Finally, a Technology Instructional Aide will assist with integrating technology in the classroom (Goal 3, Action), ensuring our students have the tools and support needed to succeed.

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

2024-25 Total 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	16,102,834	3,840,833	23.852%	0.000%	23.852%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,840,833.77	\$716,624.00			\$4,557,457.77	\$3,270,884.00	\$1,286,573.77

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supporting Student Success in Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$199,707.00	\$61,618.00	\$261,325.00				\$261,325.00	
1	1.2	Supporting Student Success in ELA/ELD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$675,314.00	\$147,820.00	\$823,134.00				\$823,134.00	
1	1.3	Maintaining AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$9,131.00	\$10,836.00	\$19,967.00				\$19,967.00	
1	1.4	Additional Support for ELs and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$160,171.00	\$110,463.00	\$270,634.00				\$270,634.00	
2	2.1	Positive Behavior Interventions and Supports (PBIS).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$232,624.00	\$78,479.77	\$311,103.77				\$311,103.77	
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,339.00	\$55,265.00	\$58,604.00				\$58,604.00	
2	2.3	Promoting Regular School Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$330,121.00	\$4,824.00	\$334,945.00				\$334,945.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Promoting Positive Growth: An Alternative to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School		\$180,025.00	\$8,350.00	\$188,375.00				\$188,375.00	
3	3.1	Maintain Standards Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$373,592.00	\$13,959.00	\$387,551.00				\$387,551.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$113,395.00	\$28,000.00	\$141,395.00				\$141,395.00	
3	3.3	Ensuring Clean and Safe Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$184,430.00	\$572,828.00	\$757,258.00				\$757,258.00	
3	3.4	Targeted Support for Students with Disabilities	Students with Disabilities	No			All Schools	on-going	\$608,878.00	\$107,746.00		\$716,624.00			\$716,624.00	
3	3.5	After School Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$12,380.00	\$19,852.00	\$32,232.00				\$32,232.00	
3	3.6	Band & Choir	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$95,994.00	\$2,162.00	\$98,156.00				\$98,156.00	
3	3.7	Camp Keep	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade		\$6,422.00	\$23,900.00	\$30,322.00				\$30,322.00	
3	3.8	Aquatics	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School		\$85,361.00	\$40,471.00	\$125,832.00				\$125,832.00	

2024-25 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
16,102,834	3,840,833	23.852%	0.000%	23.852%	\$3,840,833.77	0.000%	23.852 %	Total:	\$3,840,833.77
								LEA-wide Total:	\$3,444,367.77
								Limited Total:	\$270,634.00
								Schoolwide Total:	\$125,832.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supporting Student Success in Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$261,325.00	
1	1.2	Supporting Student Success in ELA/ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$823,134.00	
1	1.3	Maintaining AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$19,967.00	
1	1.4	Additional Support for ELs and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$270,634.00	
2	2.1	Positive Behavior Interventions and Supports (PBIS).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$311,103.77	
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,604.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Promoting Regular School Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$334,945.00	
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	\$188,375.00	
3	3.1	Maintain Standards Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$387,551.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$141,395.00	
3	3.3	Ensuring Clean and Safe Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$757,258.00	
3	3.5	After School Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,232.00	
3	3.6	Band & Choir	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,156.00	
3	3.7	Camp Keep	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade	\$30,322.00	
3	3.8	Aquatics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	\$125,832.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,273,207.28	\$4,352,182.36

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	Universal Assessment Tools	Yes	\$58,529.28	58,884.28
1	1.2	Professional Learning - Assessments.	Yes	\$18,600.00	18,600.00
1	1.3	Advancement Via Individual Determination (AVID) Program.	Yes	\$22,387.35	23,786.04
1	1.4	After School Intervention for ELA and Math	No	\$0.00	0
1	1.5	Student Support Services	Yes	\$3,483,841.41	3,483,841.41
1	1.6	Reading and Math Intervention Program	Yes	\$193,958.97	193,958.97
2	2.1	Positive Behavior Interventions and Supports (PBIS).	Yes	\$18,600.00	27,451.91
2	2.2	Stakeholder Communication	Yes	\$18,193.37	23,195.73
2	2.3	Parent/Family Nights.	Yes	\$2,007.86	2,007.86
2	2.4	Student Incentives	Yes	\$5,049.75	5,049.75
2	2.5	Translation for Parents	Yes	\$4,865.84	4,865.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Multi-tiered System of Supports (MTSS).	Yes	\$5,500.00	9,062.27
2	2.7	Social and Emotional Support	Yes	\$126,354.11	128,316.92
2	2.8	Alternative to Suspension Program	Yes	\$6,317.71	6,317.71
3	3.1	Professional Development in Learning Strategies	Yes	\$49,464.08	49,464.00
3	3.2	Standards-based CCSS instructional materials.	No	\$130,011.68	140,989.87
3	3.3	Professional development focused on English learners.	Yes	\$12,175.14	12,175.14
3	3.4	Educational online technology access	Yes	\$114,350.73	161,214.66
3	3.5	Standards-Based Science, Technology, Engineering, Arts and Mathematics (STEAM) Learning	Yes	\$3,000.00	3,000.00

2023-24 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)
3,276,071	\$4,143,195.60	\$4,211,192.57	(\$67,996.97)	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	Universal Assessment Tools	Yes	\$58,529.28	58,884.28		
1	1.2	Professional Learning - Assessments.	Yes	\$18,600.00	18,600.00		
1	1.3	Advancement Via Individual Determination (AVID) Program.	Yes	\$22,387.35	23,786.04		
1	1.5	Student Support Services	Yes	\$3,483,841.41	3,483,841.41		
1	1.6	Reading and Math Intervention Program	Yes	\$193,958.97	193,958.97		
2	2.1	Positive Behavior Interventions and Supports (PBIS).	Yes	\$18,600.00	27,451.91		
2	2.2	Stakeholder Communication	Yes	\$18,193.37	23,195.73		
2	2.3	Parent/Family Nights.	Yes	\$2,007.86	2,007.86		
2	2.4	Student Incentives	Yes	\$5,049.75	5,049.75		
2	2.5	Translation for Parents	Yes	\$4,865.84	4,865.84		
2	2.6	Multi-tiered System of Supports (MTSS).	Yes	\$5,500.00	9,062.27		
2	2.7	Social and Emotional Support	Yes	\$126,354.11	128,316.92		
2	2.8	Alternative to Suspension Program	Yes	\$6,317.71	6,317.71		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Professional Development in Learning Strategies	Yes	\$49,464.08	49,464.08		
3	3.3	Professional development focused on English learners.	Yes	\$12,175.14	12,175.14		
3	3.4	Educational online technology access	Yes	\$114,350.73	161,214.66		
3	3.5	Standards-Based Science, Technology, Engineering, Arts and Mathematics (STEAM) Learning	Yes	\$3,000.00	3,000		

2023-24 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)
15,955,768	3,276,071	0	20.532%	\$4,211,192.57	0.000%	26.393%	\$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.

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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).