

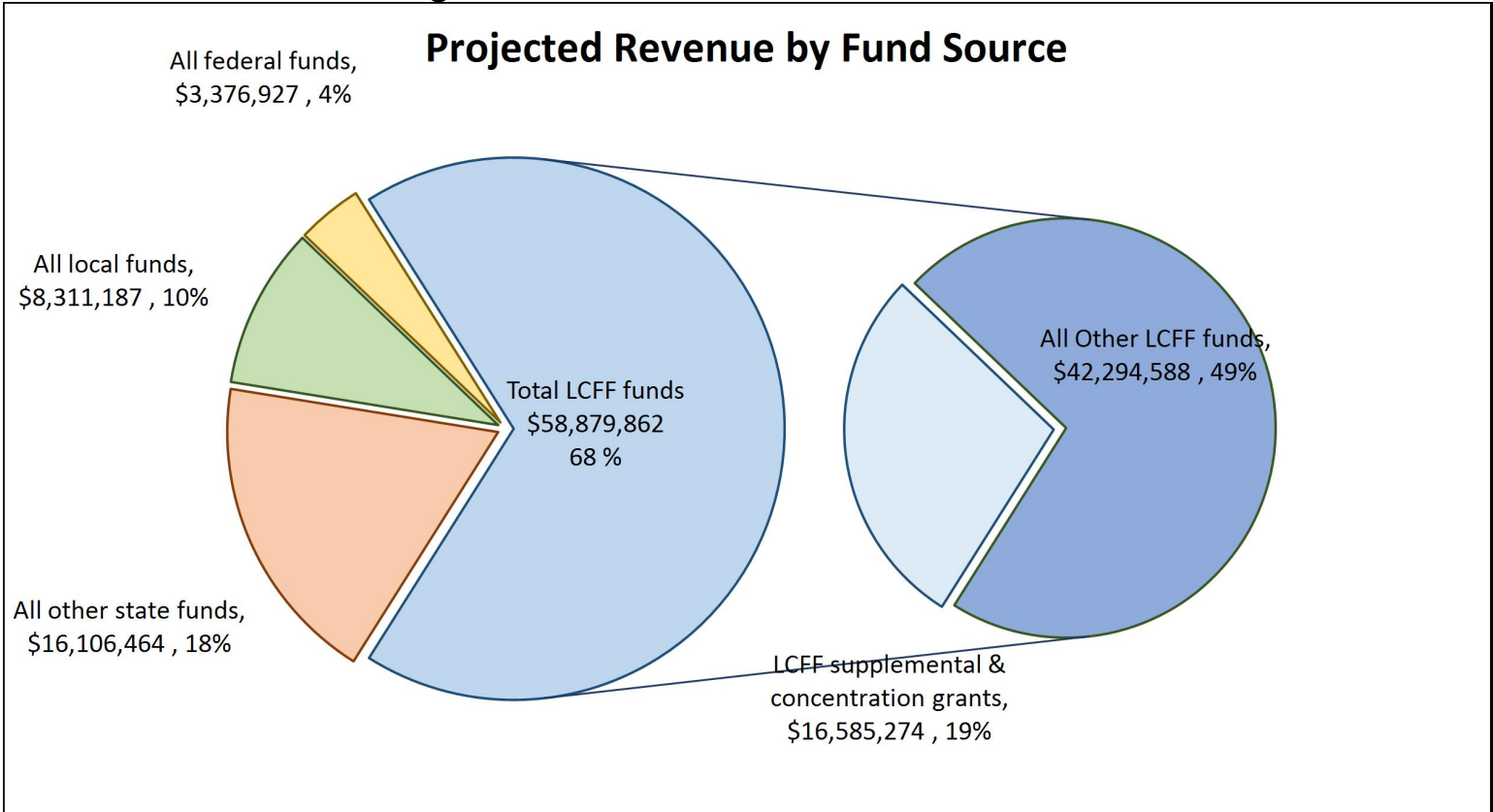


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: National Elementary School District
 CDS Code: 37682210000000
 School Year: 2025-26
 LEA contact information:
 Leighangela Brady, Ed.D
 Superintendent
 lbrady@nsd.us
 619-336-7500

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

Budget Overview for the 2025-26 School Year

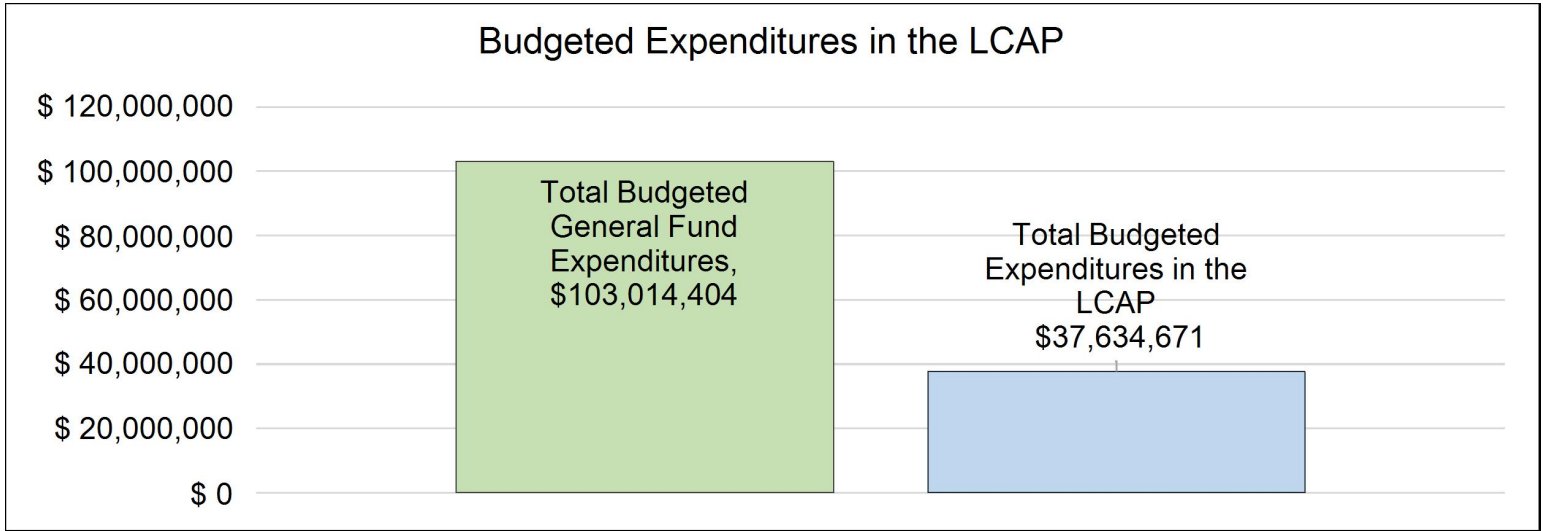


This chart shows the total general purpose revenue National Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for National Elementary School District is \$86,674,440, of which \$58,879,862.00 is Local Control Funding Formula (LCFF), \$16,106,464.00 is other state funds, \$8,311,187.00 is local funds, and \$3,376,927.00 is federal funds. Of the \$58,879,862.00 in LCFF Funds, \$16,585,274.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: National Elementary School District plans to spend \$103,014,404.00 for the 2025-26 school year. Of that amount, \$37,634,671.00 is tied to actions/services in the LCAP and \$65,379,733 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The primary expenditures in National School District are salaries and benefits to support core programming and general district operations that don't fit within the goals and actions of the LCAP. This is including, but not limited to classified salaries, certificated salaries and management salaries. Additional expenditures not in the LCAP include facilities, transportation, utilities, materials and supplies.

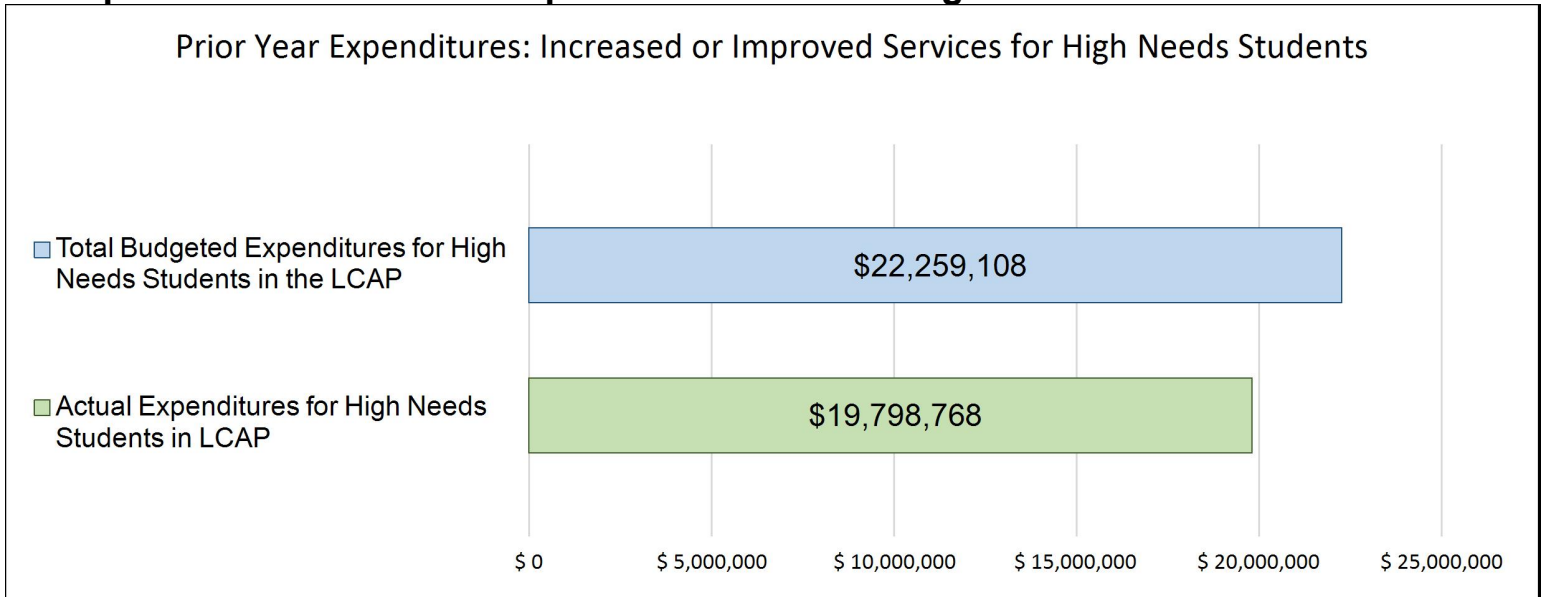
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, National Elementary School District is projecting it will receive \$16,585,274.00 based on the enrollment of foster youth, English learner, and low-income students. National Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. National Elementary School District plans to spend \$18,860,412.00 towards meeting this requirement, as described in the LCAP.

State funds such as Learning Recovery Emergency Block Grant are being used to provide additional opportunities during the school-day to accelerate learning for high needs students performing below grade level. Other state funds such as Expanded Learning and Opportunity Plan and After School Education and Safety funds are being used for extended learning time to remediate learning for high needs students performing below grade level.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, National Elementary School District's LCAP budgeted \$22,259,108.00 for planned actions to increase or improve services for high needs students. National Elementary School District actually spent \$19,798,768.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$2,460,340 had the following impact on National Elementary School District's ability to increase or improve services for high needs students:

National School District spent approximately 86% of the planned budget to increase or improve services for high needs students. While some expenditures came in under budget, other underspending occurred with a shift of focus on professional development needs resulting from state testing results received after the LCAP approval. In addition, challenges with staffing fluctuations and pacing of initiatives also contributed to variance in expenditures. While there were many successes noted in increasing and improving services for high needs students, National Elementary School District has made revisions to the 2025-2026 plan to address any shortfalls of achievement or expenditures.



Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

National School District (NSD) is a TK–6 elementary district comprised of ten exceptional school sites and a preschool center, serving approximately 4,100 students, including preschoolers. Located just five miles from downtown San Diego between the I-5 and I-805 freeways NSD serves families in the City of National City (91950) as well as portions of Chula Vista and San Diego proper.

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

The district serves a diverse and vibrant student population: 90% of students are unduplicated (foster youth, English learners, and/or socioeconomically disadvantaged), 54% are English learners, and 77% qualify for free or reduced-price meals. Nearly half of English learners speak Spanish, followed by nearly 20% who speak Tagalog.

NSD is proud to be the first elementary-only Heart Safe District in the nation and a California Green Ribbon School District – Gold Level Honoree. All schools have earned recognition for their Positive Behavioral Intervention and Supports (PBIS), underscoring NSD’s commitment to safe, inclusive, and supportive learning environments.

What We Offer:

Universal Transitional Kindergarten (UTK)

Outdoor Learning Gardens
STEM, VAPA, and environmental programs
Before and After-School Programs
Sixth Grade Camp and More

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

Reflections: Annual Performance

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

In 2023 the National School District (NSD) California Schools Dashboard showed that Chronic Absenteeism was "yellow" with a rate of 40.6%. Two groups remained in the "red" category, students identifying as Asian and two or more races, however these two groups showed positive movement with increases of 4.6% and 4% respectively. NSD Overall performance on the California Assessment of Student 2024-25 Local Control and Accountability Plan for National Elementary School District Page 1 of 80 Performance and Progress (CAASPP) for both English Language Arts (ELA) and Mathematics was categorized as "orange."

Across all student demographic groups, there was a slight decline in ELA performance with a one percent percentage decline of met/exceeds at 30.97. NSD student performance in mathematics remained relatively stable across all groups, with maintenance and a three percent improvement in overall performance (25.38%). Local Winter 2024 benchmark measures on iReady indicate proficiency in reading and math, 28% and 29% meeting proficiency respectively.

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

Chronic Absenteeism:

District - Asian, Mixed Race

Ira Harbison - ALL, Hispanic

Lincoln Acres- Homeless, Students With Disabilities (SWD)

Palmer Way - English Learners (EL), Socioeconomically Disadvantaged (SED), SWD

ELA:

Central Elementary - SWD

District- SWD

Ira Harbison - SWD

Las Palmas - SWD

Lincoln Acres - ALL, EL, Hispanic, SED, SWD

Olivewood - EL

Math:

Central Elementary - SWD

District - SWD

Las Palmas- SWD

Lincoln Acres - SWD

Suspension:

District - African American

El Toyon - SWD

Lincoln Acres - Homeless

Olivewood - ALL, EL, Hispanic, SED

Palmer Way - Hispanic

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

In 2024, the California School Dashboard highlighted several areas where additional support is needed to ensure all students in National School District thrive.

English Learner Progress:

Four schools including Kimball, Las Palmas, Olivewood, and Palmer Way, as well as Districtwide results, were identified as needing improvement in English learner (EL) progress. To address this, each of these schools will offer extra small-group instruction (Tier II) led by the site's MTSS Coordinator and intervention teams. These sessions will focus on boosting students' English language skills and reading proficiency.

English Language Arts (ELA) Performance:

John Otis, Las Palmas, and Olivewood were marked in the "red" performance level for ELA. Specific student groups impacted include English learners, Hispanic students, students with disabilities, and students experiencing homelessness. These schools will receive targeted literacy interventions to close achievement gaps.

Math Performance – Long-Term English Learners (LTELs):

District-wide, Long-Term English Learners showed significant needs in math. The district is responding with more support in math vocabulary and language development, aligned to each grade level's key standards. Students will receive in-class small group help, including "pre-teaching" and "re-teaching" key math concepts using the NextGen Math curriculum to improve understanding and performance.

Chronic Absenteeism and Suspension Rates:

One highlight to note is that suspensions improved for all students districtwide from orange to green indicating higher engagement of students. Olivewood and Palmer Way were identified with high rates of chronic absenteeism and suspensions, particularly among students with disabilities (SWD). To support these schools, the district is assigning a dedicated Youth Development and Attendance Family Coach to provide personalized, tiered support for these students and their families.

National School District has remaining Learning Recovery Emergency Block Grant (LREBG) funds that will be used in goal #1 to monitor English Learner progress, goal #2 to provide Language Arts Specialist literacy support at all schools, goal #3 to fund an Early Education Director for early literacy program design, software to provide equitable access, as well as to provide Welfare and Attendance Specialist for chronic absenteeism, and goal #4 to fund a counselor at each of our ten school sites.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

No NSD schools were identified as CSI schools in 2024.

Support for Identified Schools

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

No NSD schools were identified as CSI schools.

Monitoring and Evaluating Effectiveness

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

No NSD schools were identified as CSI schools.

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| <p>The meetings for LCAP with Educational Partners included: National City Elementary Teachers Association (NCETA) on March 5, 2025 California School Employees Association (CSEA) on March 11, 2025 Teacher and Staff Survey March 2025 Preschool Early Years Staff Logistics Conference- March 7-8, 2025 DELAC on March 21, 2025 DPAC on March 21, 2025 District Leadership Administration and Principals on March 13, 2025 Parent Survey on February/March 2025 Student Survey March 19, 2025 Preschool Parent Information and Input Meeting- April 15, 2025 LCAP Committee Parents/Certificated/Classified on April 29, 2025 SELPA Review May 23-27, 2025</p> <p>By engaging with each of these groups through surveys and focused meetings, NSD sought input through collaboration to better provide educational programs for students and their families.</p> | <p>The process to engage educational partners by NSD involved multiple outreach methods to ensure effective participation. This included sending out surveys tailored to each educational partner group, such as parents, staff, students, and leadership. These surveys gathered perspectives on current program offerings, as well as identify additional needs and recommendations. Additionally, focus meetings were held with each educational partner group to further discuss and gather insights.</p> |

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

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

Goal 1: English Learner and Language Supports

Educational partners emphasized the need for increased supports for English learners, including after-school English language tutoring, expanded bilingual programming, and structured newcomer supports. Teachers specifically requested more training in GLAD strategies and differentiation techniques by English language proficiency levels. These insights influenced updates to Goal 1 actions by expanding after-school English learner supports and increasing professional development aligned to structured language development and instructional differentiation.

Goal 2: Academic Achievement and Professional Learning

Teachers expressed a need for more targeted, relevant professional development, particularly in ELA and math, focused on small group instruction and differentiation. Survey data showed moderate confidence in existing training (3.4/5 in ELA and 3.3/5 in math), reinforcing the need for embedded support. In response, Goal 2 was revised to expand job-embedded coaching cycles and site-based support aligned to Tier I curriculum. The role of the District Resource Teachers (DRTs) will be maintained to strengthen implementation. To improve instructional equity, the district also refined Goal 2 Action 5 to prioritize differentiated instruction for students with disabilities and students experiencing homelessness. Targeted support will be provided to the five schools identified as "red" on the 2024 CA Dashboard (Ira Harbison, John Otis, Central, Olivewood, and Palmer Way). Funding will be allocated to deepen instructional access and planning aligned with student needs. Additionally, feedback from teachers and parents underscored the importance of minimizing classroom pull-outs and protecting core instructional time. As a result, the district will streamline extended day offerings and revise the structure of during-the-day programs to better align with academic goals. Parents also requested timely updates on their child's academic progress, prompting the district to begin evaluating new communication platforms to strengthen home-school communication.

Goal 3: Family Engagement and Community Partnerships

Parent feedback emphasized the value of family-school partnerships, including requests for more culturally relevant workshops, evening events, and improved communication channels. In response, Goal 3 Action 1 will now include expanded family engagement opportunities such as cultural nights, transportation support, and dedicated family liaisons at school sites. Parents named reading and math support during the school day, along with social-emotional learning, as the most beneficial services, affirming the district's continued investment in these core areas.

Goal 4: Whole Child Supports and School Climate

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

Goal 5: Expanded Day Access to Preschool for State-Only Qualifying Students

To support the development of this goal, the district consulted with preschool educators during the Preschool Early Years Staff Logistics Conference held March 7–8, 2025, around classroom capacity and staffing needs. Additionally, parent feedback was collected at the

Preschool Parent Information and Input Meeting on April 15, 2025, to better understand family priorities for expanded access to full-day early learning opportunities.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

These results highlight a clear need to focus more intentionally on supporting our English Learners. By setting this goal, NSD is taking an important step toward greater equity, academic growth, and long-term success for all students.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---------------------------------------|--------------------------------------|----------------|-------------------------------------|----------------------------------|
| 1.1 | English Learner Reclassification rate will increase by 2% percent based on meeting Summative ELPAC Level 4, normed assessment performance range, teacher recommendation and parent signature. | 2023-2024 19.2% reclassification rate | 2024-2025 8.5% reclassification rate | | 2026-2027 25% reclassification rate | Decline of 10.7% |
| 1.2 | English Learner Progress as measured by the CA Dashboard will increase by 2%. LREBG | 2023 53.5% Making Progress | 2024 43.2% Making Progress | | 2026-2027 59.5% Making Progress | Decline of 10.3% |
| 1.3 | CAASPP results for English learners in English Language Arts will increase 2% each year. | 2022-2023 13.08% Met/ Exceed | 2023-2024 10.36% Met/Exceed | | 2026-2027 19% Met/Exceed | Decline of 2.72% |
| 1.4 | CAASPP results for English learners in mathematics will increase 2% each year. | 2022-2023 12.56% Met/ Exceed | 2023-2024 11.27% Met/Exceed | | 2026-2027 19% Met/Exceed | Decline of 1.29% |
| 1.5 | CAASPP results for dual identified English learners in ELA will decrease 5% each year in Level 1. | 2022-2023 56.4% at Level 1 | 2023-2024 34% Level 1 | | 2026-2027 41.4% Level 1 | Improvement of 22.4% |
| 1.6 | CAASPP results for dual identified English learners in math will decrease 2% each year in Level 1. | 2023-2024 55% at Level 1 | 2024 31% Level 1 | | 2026-2027 40.4% Level 1 | Improvement of 24% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---------------------------------------|--|----------------|--|----------------------------------|
| 1.7 | Increase the number of English Learner parents participation by 5% each year in language based workshops, events and leadership committees. | 2023-2024 146 EL Parents participated | 2024-2025 250 EL Parents participated in language based workshops, events and leadership committees. This is a 71% increase. | | 2026-2027 168 EL Parents will participate in language based workshops, events and leadership committees. This is a 15% increase. | Improvement of 71% |
| 1.8 | Long-Term English Learner Progress in Math will be "green" as measured by the CA Dashboard. New metric added in 2025-2026. | 2023-2024 N/A | 2024-2025 Long-Term English Learner Progress in Math. is "orange" as measured by the CA Dashboard. | | 2026-2027 Long-Term English Learner Progress in Math will be "green" as measured by the CA Dashboard. New metric added in 2024-2025. | Baseline (New Metric) |

Goal Analysis [2024-25]

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

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

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

Action 1.1: Professional Development & Coaching for EL Teachers

Some schools participated in GLAD (Guided Language Acquisition Design) training, and most teachers received up to three coaching sessions from EL experts during the year. However, not all schools had adequate time or opportunity to send teams to GLAD training, and frequency needs of coaching support varied across sites. While some teachers actively engaged in coaching, others did not access it as readily.

Action 1.2: Research-Based Curriculum Supports & Coordinated Services

In the 2024–2025 school year, a District Resource Teacher was hired to support literacy, language acquisition, and access for students with disabilities, providing integrated English learner (EL) support directly in classrooms. To further support language acquisition, NSD launched a Biliteracy Taskforce, which conducted site visits and attended statewide conferences to gather best practices. Taskforce facilitators provided

an update to the Governing Board in May 2025, and recommended the implementation of a 50/50 Dual Immersion program at an additional NSD school. In January 2025, the release of the 2024 California School Dashboard revealed a 10% decline in English Learner Progress, from 53% to 43%, resulting in a "red" designation for the district and multiple school sites. In response, NSD increased its focus on improving ELPAC and SBAC outcomes, particularly in the areas of testing language and the effective use of accommodations. Additional impact teachers were hired to provide targeted support, and the Director and Coordinator of Educational Services led a focused initiative to improve student performance on the reading and writing portions of the ELPAC.

Action 1.3: Parent Engagement and Support

Parent engagement expanded significantly during the 2024–2025 school year. Based on input from the prior year’s LCAP Parent Survey, the district prioritized outreach and hosted a range of workshops and events. 250 EL parents participated in district activities, exceeding the annual 5% growth goal. While this is a strong success, staffing challenges remain, particularly in staffing extended hours for evening events.

Action 1.4: Targeted English Language Acquisition and Tier II Support

Impact Teachers were deployed to high-need sites to deliver small-group instruction focused on English language development and improving SBAC scores. This included the use of an intervention literacy software and targeted instruction in academic vocabulary and test question fluency. NSD formative data showed Lexile score improvements and gains in Tier II vocabulary knowledge. While these early results are promising, further analysis is needed to determine whether the growth is sustained and aligned with state-level proficiency expectations.

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

National School District's goal to strengthen support for English Learners was implemented through a multi-pronged approach focusing on professional development, curriculum supports, parent engagement, and targeted interventions. While all areas were addressed, notable differences between planned and actual expenditures emerged due to strategic use of one-time ESSER III and LREBG COVID relief funds and mid-year adjustments in response to student needs.

Action 1.1 Professional Development:

Although GLAD training was planned for all sites, scheduling and capacity challenges led to uneven implementation. Coaching sessions were provided, but participation varied. The district leveraged existing staffing rather than expanding contracts, resulting in lower-than-anticipated costs. Services were implemented as planned, but the level of reach varied across schools.

Action 1.2 Curriculum Supports & Coordinated Services:

This area saw the most substantial investment. The originally budgeted \$100,000 was significantly exceeded with actual expenditures totaling \$793,586. This was a planned and strategic use of one-time ESSER III COVID relief funds to hire additional impact teachers, launch a Biliteracy Taskforce, and expand integrated supports for ELs and dually identified students. These funds also supported a mid-year shift in focus to improve performance on the ELPAC and SBAC after the release of the California School Dashboard results. For 2025–2026, the budget will be increased to \$508,800 to better reflect needs and to focus on sustaining effective strategies, particularly at Olivewood School.

Action 1.3 Parent Engagement:

Services exceeded expectations, with 250 parents of English Learners participating, surpassing the 5% annual growth target. However, the actual expenditure was only \$2,244 compared to the original budget of \$170,000.00. The discrepancy is due to a reduction in travel and conference, the use of in-house staff, volunteers, and donations, combined with the redirection of ESSER III and LREBG COVID relief funds to other higher-need areas. As a result, the 2025–2026 budget will be reduced to \$20,000 to better reflect actual implementation costs while maintaining a focus on extended outreach and engagement efforts.

Action 1.4 Targeted Interventions:

Impact Teachers and intervention software supported Tier II English language instruction, resulting in Lexile gains and early vocabulary improvement. Services at Lincoln Acres met targets, while Olivewood continues to require targeted intervention. Despite originally modest funding, actual expenditures were higher than anticipated due to the deployment of additional staff funded through COVID relief. The district will continue to monitor outcomes to ensure sustained growth and adjust resource allocation accordingly.

While the scope and intent of planned services were maintained across all four goal areas, one-time ESSER III and LREBG COVID relief funds allowed NSD to accelerate and deepen implementation in key areas, especially curriculum supports and targeted intervention. Adjustments to future budgets will ensure alignment between expenditures, capacity, and the continued support of English Learner success.

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

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

Effective actions included robust professional development such as GLAD training and site-based coaching cycles, which increased teacher awareness and use of academic vocabulary. Survey data confirmed that a majority of teachers reported using more academic language and instructional strategies that support EL access. Impact Teachers provided targeted interventions, resulting in measurable Lexile growth and an 8.5% reclassification rate (165 students), which is projected to grow by fall. Parent engagement efforts were particularly effective, exceeding the 5% growth target with 250 EL parents participating in leadership and workshop opportunities by March 2025. The Biliteracy Taskforce and District Resource Teacher roles also contributed positively by supporting dual-identified students and promoting biliteracy pathways.

However, several actions were less effective or inconsistently implemented, limiting overall EL progress. Designated ELD instruction lacked adequate differentiation, and only 38% of teachers reported feeling somewhat confident in providing instruction aligned to students' proficiency levels. Coaching and intervention support, while effective in isolated settings, lacked the consistency necessary for systemwide impact. These gaps were reflected in the 2024 California School Dashboard, which showed a 10% decline in English Learner progress, moving the district into the "red" performance category. CAASPP outcomes remain low for ELs (10.36% met standard in ELA; 11.27% in math) and for dually identified students (6.86% in ELA; 7.42% in math), underscoring the need for a more strategic and unified instructional approach.

To ensure meaningful progress in 2025–2026, the district must strengthen systemwide implementation, enhance coaching structures, provide additional supplemental curriculum, and focus interventions on areas aligned to ELPAC and SBAC outcomes.

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

Reflections on the 2024 CA Dashboard outcomes have prompted key changes to planned actions, budget allocations, and support strategies for the 2025–2026 school year. The Dashboard identified “red” performance in English Learner (EL) Progress at John Otis, Kimball, Las Palmas, Palmer Way, and Olivewood and in ELA CAASPP Performance at John Otis, Las Palmas, and Olivewood. These results, including a 21.7% EL progress decline at Olivewood alone, have underscored the need for more targeted and site-specific interventions.

Key Changes and Adjustments:

- Expand Tier II Language & Literacy Interventions:

Targeted English language acquisition and literacy proficiency support will now be extended to Kimball, Las Palmas, Olivewood, Palmer Way, and John Otis. Each site will implement additional Tier II sessions led by the MTSS Site Coordinator and intervention teams, with \$160,000 in new funding allocated to this effort. This marks a shift from previous years when support was concentrated primarily at Lincoln Acres and Olivewood. Lincoln Acres' move from “red” to “orange” status supports the decision to replicate and scale those practices.

- New Action 1.5 for Math Language Proficiency:

A new action has been introduced in response to “red” math performance for ELs, with an added \$50,000 investment in supporting math-specific language development, including academic vocabulary instruction embedded within math intervention blocks.

- Coaching and Professional Development Improvements:

Survey results showed only 33.3% of teachers actively sought coaching to support ELPAC preparation, and 31% only met with a coach once. Coaching remains voluntary, but this year’s data has highlighted the need to expand outreach, improve scheduling, and ensure equitable access. Coaching cycles will be intensified, and additional funds will be allocated to provide GLAD training to all interested teachers, a need specifically identified in the certificated survey.

- K–2 Literacy Enhancement:

To address early literacy gaps, especially in blending and vocabulary acquisition, Enhanced Core Reading Instruction (ECRI) strategies will be expanded in K–2 through a double-dose instructional model. Resource teachers and Language Arts Specialists will also receive a more individualized version of ECRI training. This decision was informed by the LCAP certificated survey, curriculum consultation, and backed by funding adjustments for supplemental literacy materials and intervention time.

- Improved ELD Differentiation and Supplemental Curriculum:

While academic conversations were highlighted as a strength, survey data also revealed that many designated ELD lessons lack differentiation. Teachers reported low confidence in tailoring lessons to varied proficiency levels. To address this, the district will invest in supplemental curriculum resources and more consistent access to coaching.

- Biliteracy Expansion:

Based on recommendations following a Biliteracy Taskforce update presented to the Governing Board in May 2025, the district will begin planning for the expansion of a 50/50 Dual Immersion program at an additional school site.

- Increased Parent Engagement through Community Schools Grant:

With the district's recent \$9 million award from the California Community Schools Implementation Grant, significant staff and program enhancements will be implemented to deepen family partnerships. These include more bilingual workshops, leadership opportunities, and student clubs that support language development.

- Responding to Input for Newcomer Support:

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

Moreover, the District plans to continue to fund two Testing Assessment Center instructional assessments for formative and summative monitoring of ELs with the use of Learning Recovery Emergency Block Grant (LREBG) funds to more closely monitor growth on English Learner Progress as measured by the CA Dashboard to achieve the desired 2% increase. In addition, a 2025 longitudinal study by Novicoff, Reardon, and Johnson found that nearly 75% of kindergarten ELs in California achieved English proficiency by the end of elementary school, yet only 53% were reclassified. This gap suggests that continuous monitoring is essential to EL success.

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 1.1 | Language Acquisition Professional Learning and Instructional Coaching | To build staff capacity and align with state ELD standards and performance goals, fund two Title III ELD DRTs, an EL Coordinator (Title I Admin/S&C), and targeted professional development including substitutes, training, conferences, and CABE participation. Provide four full release days per teacher annually (every 9 weeks) to support strategic collaboration and planning for improved EL and LTEL outcomes. | \$859,916.00 | Yes |
| 1.2 | Curricular Supports and Coordinated Services | To expand access and improve outcomes for English learners, fund the Director of Educational Services and support pathways for biliteracy and dual language expansion at school sites. Provide resources for newcomers, Spanish as a second language, Lexia English, and Summit Learning ELPAC to ensure content access and language development. Allocate Learning Recovery Emergency Block Grant (LREBG) funds for two Testing and Assessment Center Instructional Aides to support ELPAC | \$508,800.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| | | administration and data-informed instruction for English Learners who were greatly affected by pandemic school closures. | | |
| 1.3 | English Learner's Parent Engagement | To support family engagement and targeted learning for English Learners (EL), this budget will fund English classes for families, professional development, and conferences focused on EL strategies. It will also support informational meetings for families of dual-identified EL and Special Education students. Additionally, funds will be used to develop curriculum for parent English classes. | \$20,000.00 | Yes |
| 1.4 | EL Learner Progress - ELA *For clarity, this action was updated to reflect ELA progress of English Learners. | In 2023, the CA Schools Dashboard identified Lincoln Acres and Olivewood Schools as "red" for progress on ELA CAASPP performance. In 2024, the CA Schools Dashboard identified the whole district as "red" for EL progress with specific schools John Otis, Kimball, Las Palmas, and Olivewood Schools for "red" EL progress on ELA CAASPP performance. To address these gaps, targeted English language acquisition will be provided through additional Tier II sessions, coordinated by the MTSS Site Coordinator and intervention teams at these schools. These sessions will focus on improving English literacy proficiency for English Learners. | \$90,000.00 | Yes |
| 1.5 | District LTEL Progress- Math *New action step for 2025-2026 | In 2023, no schools were identified as "red" for EL performance in math. In 2024, the CA Schools Dashboard identified the district as "red" for EL performance in math as well as Kimball School. In addition, LTELs were identified as "orange." To address this, targeted math language and vocabulary support will be provided for each grade level's major standards, with a focus on Long-Term English Learners (LTELs). Tier 2 in-classroom support, using pre-teach and re-teach strategies with NextGen Math, will ensure proficiency in math tasks as measured by the SBAC. | \$100,200.00 | Yes |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|---|----------------------------------|
| 2.1 | Reduce by 4% each year the number of students performing at Tier 3 using iReady diagnostic based on the implementation of ELA common core standards as measured by the Spring diagnostic. LREBG | 2024 Spring 28% at Tier 3 | 2025 Spring 22% at Tier 3 | | Overall reading spring diagnostic will be 16% of students performing at Tier 3 using iReady diagnostic. | Improvement of 6% |
| 2.2 | Reduce by 4% each year the number of students performing at Tier 3 using iReady diagnostic based on the implementation of mathematics common core standards as measured by the Spring diagnostic. | 2024 Spring 23% at Tier 3 | 2025 Spring 18% at Tier 3 | | Overall math spring diagnostic will be 11% of students performing at Tier 3 using iReady diagnostic. | Improvement of 5% |
| 2.3 | Increase engagement percentage of "strength" and "high strength" in SEL engagement Panorama assessment by 3% each year. | 2023- 2024, 58% of students reported as "strength" and "high strength". | 2024-2025, 53% of students reported as "strength" and "high strength". | | 2026- 2027, 67% of students reported as "strength" and "high strength". | Decline of 5% |
| 2.4 | Met Local Indicator 2: Implementation of State Academic Standards adopted by the State Board and a particular focus on the impact on these services is increasing access and | Local indicators indicated met in the implementation of the academic content and performance percentage progress State standards, including ELD through | Local indicators indicated met in the implementation of the academic content and performance percentage progress | | 2026-2027 CA Dashboard Indicator 2- Met ELPAC CA Dashboard 65% | Decline of 12.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|--|-----------------------------------|
| | growth for unduplicated students. | annual ELPAC CA Dashboard (54%) Local Indicator 2- Met | State standards, including ELD through annual ELPAC CA Dashboard (41.1% ELs who progressed one level on ELPAC) Local Indicator 2- Met | | | |
| 2.5 | Maintain no findings for Materials Sufficiency as Measured by Williams Visits | 2023-2024: No findings for Materials Sufficiency as Measured by Williams Visit | 2024-2025: No findings for Materials Sufficiency as Measured by Williams Visit | | 2026-2027: Maintain no findings for Materials Sufficiency as Measured by Williams Visits | Maintained |
| 2.6 | Annual Williams/SARC Report on Teacher Credentialing: Percentage of teachers Certificated staff are appropriately assigned and fully credentialed in the subject areas and for pupils that they are teaching | 2022-2023 data: 100% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned. | 2023-2024 data: 93% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned. | | 100%fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned. | Decline of 7% (Special Education) |
| 2.7 | CAASPP results in English Language Arts increase 2% each year. LREBG | 2022-2023 ELA Smarter Balanced Assessment results: 30.97% met standards | 2023-2024 ELA Smarter Balanced Assessment results: 30.77% met standards | | 2026-2027 ELA Smarter Balanced Assessment results: 36.97% met standards | Decline of 0.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|--|----------------------------------|
| 2.8 | CAASPP results in mathematics increase 2% each year. LREBG | 2022-2023 Math Smarter Balanced Assessment results: 25.38% met standards | 2023-2024 Math Smarter Balanced Assessment results: 25.30% met standards | | 2026-2027 math Smarter Balanced Assessment results: 31.38% Math | Decline of 0.08% |
| 2.9 | CAST results in science increase 2% each year. | 2022-2023 CAST Assessment 18.43% met standard. | 2023-2024 CAST Assessment 19.16% met standard. | | 2026-2027 24.43% met standard. | Improvement of 0.73% |
| 2.10 | CAASPP results in English Language Arts increase Distance from Standard (DFS) by 30 points each year. LREBG | 2022-2023 average -80 points Distance from Standard (DFS) for EL, LTEL, SWD, SED, and Homeless. | 2023-2024 average -70 points Distance from Standard (DFS) for EL, LTEL, SWD, SED, and Homeless. | | CA Dashboard DFS +10 and performance "green" in ELA for EL, LTEL, SWD, SED, Homeless | Improvement of 10 points |
| 2.11 | CAASPP results in English Language Arts increase Distance from Standard by 40 points each year. LREBG | 2022-2023 average -120 points DFS for SWD | 2023-2024 average -100 points DFS for SWD | | CA Dashboard DFS +0 and performance "green" in math for SWD | Improvement of 20 points |
| 2.12 | Met Local Indicator 7: Course Access Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable. Programs and services developed and provided to unduplicated pupils. | 2023 Dashboard Data Local Indicator 7 Met | 2024 Dashboard Data Local Indicator 7 Met | | 2026-2027 Local Indicator 7 Met | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|----------|----------------|----------------|---------------------------|----------------------------------|
| | Programs and services developed and provided to students with exceptional needs. | | | | | |

Goal Analysis [2024-25]

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

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

Implementation of this goal reflected strong, coordinated efforts to align systems and practices that meet the needs of unduplicated students and students with disabilities. While there were no substantive changes to the planned actions, some differences in implementation pace and site-specific needs did emerge. The district experienced both successes and ongoing challenges as it strengthened its instructional framework and support systems.

Action 2.1 – Data Analysis, Assessment, and Instructional Planning

Efforts to build teacher capacity in data-informed instruction showed positive momentum. Teacher survey data indicated a 39.2% increase in valuing time spent with principals to discuss student data, and staff reported a stronger understanding of data's role in planning tiered supports. This focus contributed to a measurable improvement in the Distance from Standard (DFS) scores for English Learners (ELs) and students with disabilities (SWD) in ELA (from -80 to -70). Additionally, iReady diagnostics showed a decrease in the percentage of students at Tier 3 in both English Language Arts (ELA) (from 28% to 22%) and math (from 23% to 18%), suggesting that data analysis is translating into more responsive and effective Tier 1 instruction.

Action 2.2 – Expanded Learning Opportunities

Implementation of expanded learning opportunities was a clear success. Enrollment more than doubled, and program offerings were broadened to include dance, intramural sports, and early literacy tutoring. These engaging experiences have enhanced student motivation and access to a broader course of study, particularly benefiting unduplicated students and students with disabilities. Participation in these programs also lays a strong foundation for improving attendance and social-emotional development, helping to close the opportunity gap.

Action 2.3 – Guaranteed and Viable Tier I Curriculum and Instruction

Teachers reported a stronger shared understanding of the importance of Tier I instruction and differentiation, with nearly 60% expressing belief in their collective impact on student learning. This shift reflects successful investments in professional development and collaboration. However, flat CAASPP scores in ELA (30.97% to 30.77%) and math (25.38% to 25.30%) indicate that continued support is needed to improve the consistency and effectiveness of Tier I implementation, particularly through differentiated small group instruction.

Action 2.4 – Integrated Multi-Tiered System of Supports (MTSS)

MTSS implementation advanced across sites, with most teachers reporting confidence in intervention planning and an increased appreciation for collaboration with MTSS teams. These efforts contributed to a 10-point DFS improvement for unduplicated student groups and a 20-point DFS gain for students with disabilities in math, suggesting that strategic alignment of academic and behavioral supports is driving more equitable outcomes. Due to 10 Language Arts Specialists funded by LREBG, the number of students performing at Tier 3 using iReady diagnostic based on the implementation of ELA common core standards as measured by the Spring diagnostic reduced by 6%.

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

While the original action referenced Universal Design for Learning (UDL), NSD focused instead on implementing differentiated instruction strategies aligned with UDL principles. Impact teacher push-in and pull-out services were provided at targeted schools to support differentiated Tier I instruction, particularly for students with disabilities. Olivewood and Palmer Way remain in need of intensified support to address the needs of students with disabilities who continue to perform in the “red” performance level on the 2024 California Dashboard. Moving forward, the language and focus of this action will be revised to more accurately reflect the district’s emphasis on differentiated instruction within an inclusive Tier I framework.

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

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

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

Action 2.1 – Data Analysis, Assessment, and Instructional Planning

This action was budgeted at \$3,795,934, with estimated expenditures totaling \$2,693,734. Although implementation was underway at all sites, staggered training schedules and a mid-year shift in rollout priorities contributed to a lower projected expenditure. The district also refined service delivery based on internal progress monitoring, resulting in an estimated underspend. Despite this, early impact is evident in increased teacher capacity for data-driven instruction and growth in DFS scores for priority student groups.

Action 2.2 – Expanded Learning Opportunities

Great strides were met for this action. This action grew over time with strong student participation by the second half of the year. The district expanded afterschool programs, summer and intersession learning, and early literacy tutoring. Enrollment more than doubled across all offerings. The rapid scaling of services was a strategic response to family demand and student learning recovery needs. Due to the program

gaining traction only in the second half of the year, estimated expenditures are only \$3,476,143 the \$5,727,617 budget. Fund will be carried over to build on this year's momentum.

Action 2.3 – Guaranteed and Viable Tier I Curriculum and Instruction

Originally budgeted at \$1,955,303, this action had estimated expenditures of only \$108,540, reflecting a decision to pause certain professional development activities and instead direct focus toward SBAC performance in math and literacy. While teacher surveys showed gains in collective efficacy and differentiation practices, the financial investment has not yet caught up with implementation efforts. Adjustments are expected in future budgets to align planned activities with measurable outcomes.

Action 2.4 – Multi-Tiered System of Supports (MTSS)

This action was budgeted at \$3,909,824, with estimated expenditures of \$3,711,524. The action showed impact from expanded interventions and refined support systems. Teacher feedback and subgroup DFS improvements indicate the strategy is producing early, positive results.

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

With a budget of \$527,927 and estimated expenditures of \$81,954, this action experienced delays in implementation due to a redirected focus on SBAC performance. As of the 2024 CA Dashboard release, Olivewood and Palmer Way require additional support for SWD performance. Underspending is attributed to the incomplete rollout across sites, and future planning will focus on deeper Differentiated Instruction Strategies districtwide.

While the full scope of planned actions was preserved, timing, capacity, and strategic pivots led to notable differences between budgeted and actual expenditures. The district remains committed to aligning resources with evidence-based strategies and student-centered priorities to support academic success and equity across all schools.

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

To date, the effectiveness of actions aligned to Goal 2 has been varied, with several bright spots in targeted interventions and academic growth for student groups, alongside notable challenges in Tier I instruction, staffing, and student engagement.

Promising results were evident in areas such as ELA and math Distance from Standard (DFS), with 10- and 20-point improvements respectively for English Learners, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Homeless youth. CAST science scores also improved slightly (+0.73%), and the district maintained compliance with materials sufficiency (Williams) and course access (Local Indicator 7). These outcomes suggest that targeted supports and access to instructional resources are beginning to yield results, particularly for high-need student groups.

However, several core academic and engagement metrics declined, indicating systemic areas that require more urgent attention. Despite efforts to reduce Tier 3 performance in reading and math, winter iReady data revealed increases in students at Tier 3, from 28% to 32% in reading and 23% to 28% in math. Similarly, Panorama data showed a decline in SEL engagement from 58% to 53%, highlighting decreased student connection to social-emotional supports. Teacher credentialing dropped from 100% to 93%, raising concerns about staffing stability and assignments, especially in classrooms serving students with special needs.

Although reported CASSPP scores are one year behind, performance on state assessments remained largely flat or slightly declined. CAASPP ELA scores decreased marginally (30.97% to 30.77%), and math scores dipped slightly (25.38% to 25.30%). Local Indicator 2 was met, reflecting continued implementation of academic content standards. However, English Learner progress on the ELPAC declined by 12.9%, revealing a need to strengthen both designated and integrated ELD instruction.

Moving forward, the district must increase focus on improving Tier I instruction, expand differentiated strategies aligned to grade-level standards, and stabilize staffing in special education classrooms. Greater alignment of interventions to Common Core, ELPAC, and CAASPP expectations, alongside consistent SEL integration, will be essential to accelerate student progress and close persistent gaps.

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

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

Key Changes and Adjustments:

- Tier I and Tier II Instructional Alignment in ELA and Math

Teacher survey data indicated moderate confidence in current professional development in helping them provided Tier I instruction and Tier II interventions (average ratings of 3.4 for ELA and 3.3 for math on a 5-point scale), signaling a need for more targeted and hands-on support. In response, the district will redesign its training structure to emphasize site-based coaching and intentional alignment between Tier I instruction and Tier II interventions. This shift ensures more integrated and responsive classroom support.

- Targeted Differentiated Instruction Support

Originally, districtwide efforts to support access to grade-level content emphasized Universal Design for Learning (UDL); however, reflection on implementation revealed inconsistent application across schools. Based on stakeholder input and dashboard performance data, the district will now shift focus to strengthening differentiated instruction at campuses identified as “red” on the 2023 and 2024 CA Dashboard. In 2023, school included: Lincoln Acres, Ira Harbison, Las Palmas, Central, and Olivewood Elementary. In 2024, schools included: Central, Ira Harbison, John Otis, Las Palmas, Olivewood, and Palmer Way Schools. These schools will receive targeted support through Action 2.5 to build teacher capacity in designing and delivering differentiated instruction that meets diverse student needs and improves access to core academic content.

- Reallocation of Resources from Animation Program

Due to scheduling challenges, the daytime animation program will be shifted to after school Expanded Learning Opportunities Plan (ELOP) programming. While the program offered a creative outlet, analysis of its reach and sustainability led to the decision to redirect resources to core academic supports and instructional time protection. In addition, student feedback on the program varied indicating that it was popular with many students, but not all. Therefore, the animation program will be offered after school as one of the options for students to access. This will shift the budget to Expanded Learning Opportunities Plan (ELOP) funding.

- Increased Time for Collaboration and Data-Informed Instruction

Despite high teacher confidence in data use (4.6/5), educators requested additional time to translate insights into responsive instruction. To support this, the district will fund grade-level collaboration release three times per year and cross-grade articulation release twice per year.

- Strengthening Family Communication and Student Progress Monitoring

Parent input highlighted the need for more effective communication regarding student progress, as well as additional support for both struggling and high-achieving students. In response, the district plans to replace the existing software platform to facilitate timely and transparent academic updates.

- Protection of Core Instructional Time and Expanded Learning Opportunities

Teachers emphasized the importance of minimizing disruptions to instructional time while maintaining access to enrichment and intervention. Accordingly, the district will streamline the broad course of study and maintain support for District Resource Teachers (DRTs), Expanded Learning Opportunities Plan (ELOP), and afterschool learning programs with careful scheduling to preserve core academic time.

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 2.1 | Data Analysis, Assessment and Instructional Planning | To enhance student learning and achievement, this budget allocation supports professional development and staffing in key areas such as Theater Arts, STEM, and MTSS, ensuring targeted support for all students. It includes differentiation training for teachers and personalized learning for both classified and certificated staff to improve data tracking, instructional strategies, and student engagement. Additionally, the funding will support tools like iReady assessment, School Pace, and Panorama to strengthen student monitoring and progress. | \$3,621,743.00 | Yes |
| 2.2 | Expanded Learning Opportunities | To enhance student engagement and provide diverse learning opportunities, this budget allocation supports a range of enrichment programs, including animation, arts clubs, and music, aimed at broadening students' educational experiences. It will also fund afterschool, | \$6,850,713.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|----------------|--------------|
| | | intersession, and summer programs such as REACH for JOY and YMCA Swim Camps, as well as provide necessary materials, transportation for field trips, and professional development for staff. Additionally, the allocation will support the coordination of extended day services and specialized programs like urban gardening, mindfulness activities, and hydroponics to promote hands-on learning and student well-being. | | |
| 2.3 | Guaranteed and Viable Tier I Curriculum and Instruction | To improve student achievement and ensure high-quality instruction, this budget allocation focuses on providing professional development for teachers, principals, and staff to enhance their understanding of the California Science Framework, ELA/ELD, and differentiated instruction. It supports the adoption of instructional materials in history-social science, writing, and math, along with field-based learning opportunities to enrich students' science experiences. Additionally, the allocation includes training to integrate the United Sustainable Development Goals into content learning, promoting student agency and social responsibility. | \$2,120,303.00 | Yes |
| 2.4 | Multi-Tiered System of Support for Academic Achievement | Funding language arts specialists, resource teachers, and library media specialists allows for personalized intervention and enhanced academic support across subjects. By investing in MTSS implementation, professional development, and adaptive assessments, the district aims to provide the necessary tools and resources to address the specific needs of students, including English learners, foster youth, and low-income students. The rationale for this budget allocation is to provide targeted support to improve academic outcomes for unduplicated students and ensure equitable access to grade-level content. | \$3,686,485.00 | Yes |
| 2.5 | Differentiated Instruction Strategies for Academic Achievement Language changed from UDL (2024-2025) to | The 2024 CA Dashboard's "red" status indicates a need for increased support for students with disabilities (SWD), students identified as English Learners, students with disabilities, socioeconomically disadvantaged, and homeless students to meet grade-level standards in English Language Arts and Math. In 2023, school included: Lincoln Acres, Ira Harbison, Las Palmas, Central, and Olivewood Elementary. Employing differentiated strategies across classroom instruction at Central, Ira Harbison, John Otis, Las Palmas, Olivewood, and Palmer Way Schools will enhance teaching | \$90,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| | Differentiation (2025-2026). | practices and provide tailored support to these students at schools in the "red" status on the 2024 CA Dashboard. The budget allocation will fund professional development, resources, and materials to ensure effective implementation of these strategies and improve student outcomes. | | |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|--|--|
| 3.1 | Met Local Indicator 3: Parent Involvement Focused on seeking parent input, participation for the school district and each school principally directed towards SWD and unduplicated pupils. | 2023 Parent and Family Engagement CA Dashboard Indicator 3- Met | 2024 Parent and Family Engagement CA Dashboard Indicator 3- Met | | 2026 2023 Parent and Family Engagement CA Dashboard Indicator 3- Met | Maintained |
| 3.2 | Increase percentage of response on CHKS parents feel Involved in school each year by 5% | CHKS 2022-2023 data indicates: "welcoming place" 82% of parents feel involved in school. | CHKS 2023-2024 data indicates: welcoming place 93% of parents feel involved in school. | | 2026-2027 CHKS "Welcome at School" 74%. | Improvement of 11% |
| 3.3 | Increase by 5% NSD California Healthy Kids Survey (CHKS) students and staff feel safe in school and motivates learning. | CHKS 2023: data indicates: 73% of students feel safe at school 89% of staff feel school is safe. | CHKS 2024: data indicates: 64% of students feel safe at school 92% of staff feel school is safe. | | CHKS 2026-2027 data indicates: 74% of students feel safe at school. 100% of staff feel school is safe. | Decline of 9% Students Improvement of 3% Staff |
| 3.4 | 2026 Facilities Inspection Tool (FIT) 100% of schools with rating of "good" or better ("Good"= 90-98.99%) | 2023 Facilities Inspection Tool (FIT) 100% of schools with rating of "good" or better ("Good"= 90-98.99%) | 2024 100% of schools with rating of "good" or better ("Good"= 90-98.99%) | | 2026 Facilities Inspection Tool (FIT) 100% of schools with rating of "good" or better. | Maintained |
| 3.5 | Reduce Chronic Absenteeism Rate by 10% each year as reported on the CA Schools Dashboard | 2023 dashboard indicates "medium" 40% chronic absenteeism | 2024 dashboard indicates "medium" 29.3% chronic absenteeism | | 2026-2027 dashboard indicates "medium" 26% chronic absenteeism | Improvement of 11.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|---|---|
| | LREBG | | | | | |
| 3.6 | Annual audit of software usage and purpose to ensure access to effective programs aligned to standards based materials for targeted students (English learner, low income, foster youth/homeless, students with disabilities, LREBG) | Software audit 2024 data: 90% of software is utilized for expected purpose. | 2025 Certificated Survey: 75% of software was rated as beneficial or highly beneficial (9/12) | | 100% of software is utilized to expected purpose and meets the needs of targeted student group. | Decline of 15% |
| 3.7 | Increase preschool enrollment and the number of inclusionary spots by 10% each year. LREBG | 2023-2024 135 students and 5% inclusion spots. | 2024-2025 168 students and inclusion of 34 students (20%) | | 2026-2027 175 students and 30% inclusion spots. | Improvement of 33 students and 5% inclusion |
| 3.8 | Increase rating of the percentage of students integrated use of technology in annual teacher survey by 3% each year. LREBG | 2024 Baseline to be established. | 2025 Certificated Survey: 75% of software was rated as beneficial or highly beneficial (9/12) | | 2026-2027 Teacher surveys indicate an increase of 9% of students integrated use of technology. | Baseline Established |
| 3.9 | CA School Dashboard - Maintain 0% expulsion rate. Reduce suspension rate to <1.0% | 2023 CA School Dashboard: Suspension rate for all students 2% Suspension rate for Foster Youth 0% | 2024 CA School Dashboard: Suspension rate for all students 1% | | 2026-2027 Maintain 0% expulsion rate. Reduce suspension rate to <1.0% | Improvement of 1% for all students Maintained 0% for Foster Youth Decline of 0.1% for Two or More races |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|----------------|------------------------------|----------------------------------|
| | | Suspension rate for Two or More races 1.2% Expulsion Rate: 0% | Suspension rate for Foster Youth 0% Suspension rate for Two or More races 1.3% Expulsion Rate: 0% | | | Maintained Expulsion Rate: 0% |
| 3.10 | Increase attendance rate by 1% annually LREBG | 2024: 92% attendance rate | 93% attendance rate | | 2026-2027 95%Attendance Rate | Improvement of 1% |

Goal Analysis [2024-25]

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

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

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

Action 3.1 – Family and Community Partnerships for Student Achievement

Efforts to expand and deepen family partnerships resulted in increased engagement and a stronger sense of belonging. NSD met the Local Indicator for Parent Involvement on the 2023–2024 CA Dashboard and remains on track for 2024–2025 (Metrics 3.1, 3.2). Initiatives such as “Coffee with Families,” parent forums, and the annual Family Summit (116 families attended) boosted parent participation. Additionally, enrollment in the UCSD Parent University grew, helping families access college-accredited learning opportunities. According to 2024 California Healthy Kids Survey (CHKS) data, the percentage of parents who feel welcomed and involved at school increased significantly from 45% to 61%.

Action 3.2 – Community and Basic Resources

Through partnerships such as South Bay Community Services (SBCS), NSD increased access to basic resources and outreach services. Youth Development Coordinators played a key role in connecting families with needed supports and contributed to an 11.4% reduction in chronic absenteeism, decreasing from 40% to 29.3% (Metric 3.5). These efforts also supported improvements in behavioral outcomes and attendance for targeted student groups.

Action 3.3 – Learning Environments and School Access

Facility maintenance and safety continued to be a strength, with the Facilities Inspection Tool (FIT) maintaining 100% of schools with rating of 'good' or better (Metric 3.4). The CHKS 2024 data showed that staff perception of safety improved from 89% to 92% (Metric 3.3). However, student perception of safety declined from 73% to 64%, signaling a need for focused intervention. In response, the district is increasing Tier 1 behavioral supports, expanding student voice opportunities, and partnering with PBIS teams at all 10 school sites to strengthen school climate.

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

Preschool access and inclusion increased as part of our early learning strategy. Enrollment rose from 135 to 168 students, and the number of preschool students with IEPs integrated into general education classrooms increased to 34 (Metric 3.7). These outcomes reflect improved coordination with early childhood partners and targeted outreach efforts to families with young children. This increase is directly related to the work of the Director of Educational Services- Early Education funded by LREBG.

Action 3.5 – Equitable Technology and Information System Access

The district conducted a certificated staff audit of instructional software, showing that 75% of programs (9 of 12) were rated as beneficial or highly beneficial (Metrics 3.6, 3.8). Programs like iReady, Lexia, ARC, and Next Gen Math received high marks for effectiveness. However, other platforms, including Thrively, Panorama, and Discovery, received mixed feedback. Despite the lower ratings for Panorama, usage data from Goals 1 and 4 suggest it remains a key tool for SEL and behavior tracking. This discrepancy indicates a need for clearer communication about software purpose and expanded staff training to align tools with instructional goals. LREBG will be used to fund ongoing software programs for equity and access.

Action 3.6 – Reduce Chronic Absenteeism and Suspensions

The district made progress in reducing suspensions and chronic absenteeism. The overall suspension rate dropped from 2% to 1%, and expulsions remained at 0% (CA Dashboard 2023 and 2024). Foster youth suspensions held steady at 0%, though there was a slight increase among students identifying as Two or More Races (1.2% to 1.3%). The chronic absenteeism rate increased by the targeted 1%, aided by targeted outreach, SBCS supports, a Welfare and Attendance Specialist for chronic Absenteeism funded by LREBG, and improved communication with families (Metric 3.5).

Challenges and Adjustments

Student-reported safety remains a concern. While adult perceptions improved, the decline in student ratings highlights the need for more intentional strategies to foster a sense of safety and inclusion. These are addressed in Goal 4.

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

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

Action 3.1 – Family and Community Partnerships for Student Achievement

This action was budgeted at \$704,367, with estimated actuals at mid-year totaling \$142,453.06. The material difference is attributed to a slower rollout of new family engagement initiatives and site-specific implementation rates.

Action 3.2 – Community and Basic Resources

This action was budgeted at \$145,000. The district anticipates full expenditure by year-end. Implementation reflects increased demand for family services, particularly among unduplicated students. Expanded access to early education, basic needs, and disability support contributed to the full utilization of funds.

Action 3.3 – Learning Environments and School Access

With a budget of \$1,027,599, with projected year-end expenditures of \$754,563. Underspending resulted from delayed partner invoicing, procurement protocols, and partial implementation across schools.

Action 3.4 – Pre-Natal to 3rd Grade Community-Based Opportunities

Staffing and outreach constraints contributed to the modest shortfall.

Action 3.5 – Equitable Technology and Information System Access

This action had a significant budget of \$6,082,053, with estimated expenditures at \$4,860,471. This reflects accelerated implementation of 1:1 devices, expanded software access, and IT infrastructure upgrades. With the budget estimated under projections, there is room for expansion.

Action 3.6 – Reduce Chronic Absenteeism and Suspensions

This action was budgeted at \$150,000, but delays in hiring Youth Development and Attendance Family Coaches led to lower-than-anticipated expenditures.

Across all actions, NSD made meaningful progress in building systems to support family engagement, safe schools, and equitable access to technology and early learning. While implementation timelines varied, outcomes such as increased preschool enrollment, reduced absenteeism, and greater family involvement demonstrate impact. Some funds not expended in 2024–25 will support continued implementation next year.

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

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

Action 3.1 – Family and Community Partnerships for Student Achievement

While spending lagged, the district made progress through “Coffee with Families,” Parent University workshops, and the annual Family Summit. The 2024 California Healthy Kids Survey showed a 16-point increase in families reporting they feel welcome and involved, from 45% to 61%. End of year estimates show this goal on track for full expenditure.

Action 3.3 – Learning Environments and School Access

The Facilities Inspection Tool (FIT) maintained 100% of schools with rating of "good" or better ratings, and staff perception of safety rose from 89% to 92%. A drop in student perception of safety (from 73% to 64%) highlights the need for continued work in this area, which will be addressed through Goal 4 strategies.

Action 3.4 – Pre-Natal to 3rd Grade Community-Based Opportunities

This action was fully implemented with preschool enrollment increasing from 135 to 168, with 34 students with IEPs now served in inclusive classrooms.

Action 3.5 – Equitable Technology and Information System Access

A mid-year review showed strong adoption of key platforms like i-Ready, Lexia, and Next Gen Math. Programs rated less effective, such as Thrively and Discovery, will be reviewed before next year.

Action 3.6 – Reduce Chronic Absenteeism and Suspensions

Despite slower implementation, outcomes were positive: chronic absenteeism declined from 40% to 29.3%, and suspensions dropped from 2% to 1%. Foster youth suspensions remained at 0%.

Consistent outreach through districtwide advisory councils, UCSD Parent University, and regular site-level events such as "Coffee with Families" have contributed to increased parent involvement. This is supported by the 2024 CHKS data, which shows a rise in parent involvement sentiment from 45% to 61%. In preschool, enrollment increased from 135 to 168 students, with 34 students with IEPs now placed in inclusive settings from 2024 to the present. Chronic absenteeism decreased from 40% in 2023 to 29.3% in 2024, surpassing the 10% annual reduction goal.

Staff survey results further validate these successes. Most teachers rated teacher-student relationships, SEL strategy instruction, and access to counseling services as "Very Beneficial" to student well-being. Additionally, 76% of teachers expressed confidence in delivering daily SEL aligned with PBIS and counselor lessons.

Despite these gains, some indicators highlight the need for further attention. Student perceptions of safety declined, with CHKS data showing a drop from 73% to 64%. Additionally, only about 21% of teachers reported adequate training on the Harmony SEL curriculum, suggesting a professional development gap that may be affecting consistency in SEL delivery. While staff-reported feelings of safety improved, the disparity in student perceptions signals a disconnect between adult intentions and actual student experiences.

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

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

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

Key Changes and Adjustments:

- **Increased Internal Capacity for CPI Training:** To ensure sustainability and cost savings, the district will invest in training more in-house staff as certified Crisis Prevention Intervention (CPI) trainers. This will reduce reliance on external training providers and maintain a strong CPI model.
- **Streamlined Role of SELPA Behavioral Leads:** The role of SELPA behavioral leads will be streamlined in alignment with cost-efficiency goals. A greater focus will be placed on more robust internal Tier 1 behavior training, which will reduce the need for contracted Behavior Analysts (VBAs) and build stronger internal support systems for behavior management.
- **Enhanced Support for SEL Implementation:** School counselors will work more intentionally with classroom teachers to ensure that SEL instruction is aligned with counselor lessons and embedded into everyday classroom practices. This will increase student access to consistent, supportive learning environments and strengthen the integration of SEL across all tiers of instruction.
- **Early Attendance Intervention and Data-Driven Tracking:** Youth Development Coordinators will receive earlier access to student data to more effectively manage caseloads and track progress. This will enhance the ability to provide timely outreach and interventions for students showing signs of chronic absenteeism.
- **More Family Engagement and Community Collaboration:** In response to community feedback, the district will host additional family events, cultural nights, and quality assemblies, especially during evening hours, to maximize family engagement. Dedicated family liaisons will also be added to facilitate stronger connections with families and local community partners.

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 3.1 | Family and Community Partnerships for Student Achievement | To improve student engagement and support families, funding will be allocated to enhance communication and services. A Family Engagement Resource Teacher and district translator will help ensure that families have the resources they need to support their children's education, while transportation resources will address attendance challenges. Workshops for parents and collaboration with Sweetwater Union School District and | \$856,795.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|--------------|--------------|
| | | external agencies will further strengthen family-school connections and provide valuable community resources. | | |
| 3.2 | Community and Basic Resources | To ensure a strong start for young learners—especially children with disabilities—early connections and support for families and preschool providers are essential. The District will invest in youth development, build a Community Resource Room, and partner with local early childhood programs and the SDCOE to promote early identification and inclusive practices. These efforts aim to create smoother transitions into elementary school and increase readiness for our most vulnerable students. | \$413,412.00 | Yes |
| 3.3 | Learning Environments and School Access | Chronic absenteeism continues to impact student learning, especially for English learners and students living in poverty. Providing transportation and maintaining safe, functional, and flexible learning environments removes key barriers to attendance and engagement. These actions support student access to instruction and help close opportunity gaps across school sites. | \$967,393.00 | Yes |
| 3.4 | Pre-Natal to 3rd Grade Community Based Opportunities | To better support families and young learners, National School District is expanding early learning access and identifying community needs through outreach, canvassing, and focus groups. It will provide early education learning (P-3) and community based opportunities founded on inclusionary practices with focus on outreach to special education, economically impacted, foster/homeless and English learner children. Funding supports a Community Schools DRT with an early education focus, substitutes for the ENLACE grant, and targeted recruitment for programs like Head Start, CSPP, and infant care. These services provide families, especially socioeconomically disadvantaged, foster/homeless, those with English learners and children with disabilities, access to education, health, and parent supports from birth through grade 3. | \$270,596.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|----------------|--------------|
| 3.5 | Equitable Technology and Information System Access | To ensure all students, especially those who are underserved, have equitable access to high-quality learning, National School District invests in updated technology, software, and training. This includes educational platforms, assistive technology for students with disabilities, device refresh cycles, and upgraded infrastructure to support teaching, learning, and data systems. Funding also supports staffing for IT, data reporting, and instructional technology to ensure safe, effective, and innovative integration of technology districtwide. | \$3,224,057.00 | Yes |
| 3.6 | Reduce Chronic Absenteeism and Suspensions | To address chronic absenteeism and suspension rates, particularly among students with disabilities, homeless students, socioeconomically disadvantaged students, and English learners, we will allocate funding for a Youth Development Coordinator and Impact Teacher. These positions will provide targeted case management and support at district and school sites, with a focus on improving student outcomes. A Youth Development and Attendance Family Coach will deliver tiered interventions to support these students in overcoming barriers to attendance and reducing suspensions. | \$182,374.00 | Yes |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|--|---|
| 4.1 | CA School Dashboard - Maintain 0% expulsion rate. Reduce suspension rate to <1.0% | 2023 CA School Dashboard: Suspension rate for all students 2% Suspension rate for Foster Youth 0% | 2024 CA School Dashboard: Suspension rate for all students 1% | | CA Dashboard 2026-2027 Suspension/Expulsion Rates Suspension 0% FY 0% | Improvement of 1% for all students Maintained 0% for Foster Youth Decline of 0.1% for Two or More races |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|---|--|
| | | Suspension rate for Two or More races 1.2% Expulsion Rate: 0% | Suspension rate for Foster Youth 0% Suspension rate for Two or More races 1.3% Expulsion Rate: 0% | | Two or More 0% Expulsion Rate: 0% | Maintained Expulsion Rate: 0% |
| 4.2 | Met Local Indicator 6: School Climate Focused on suspension and expulsion rates, and other local measures to monitor student, parents, and teachers sense of school safety and connectedness. | CHKS 2023: data indicates: 73% of students feel safe at school 89% of staff feel school is safe. | CHKS 2024: data indicates: 64% of students feel safe at school 92% of staff feel school is safe. | | 2026-2027 CA Dashboard Local Indicator 6- Met | Decline of 9% Students Improvement of 3% Staff |
| 4.3 | Pupil services, administrators or teachers appropriately assigned. | 2022-2023 data: 100% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned. | 2023-2024 data: 93% fully credentialed in the subject areas and for pupils that they are teaching. Administrators and teachers appropriately assigned. | | 100% of certificated staff are appropriately assigned and fully credentialed in the subject areas and for pupils that they are teaching | Decline of 7% (Special Education) |
| 4.4 | Reduce Number of Number of "Major" and "Minor" behavior Incidents across district LREBG | 2024: "Major" incidents -783 and "Minor" incidents - 2229 across district | 2025: "Major" incidents - 483 and "Minor" incidents - 2,000 across district | | 2027: Number of "Major" Incidents-483 and "Minor" Incidents-2000 Across District | Improvement of 300 "Major" incidents Improvement of 229 "Minor" incidents |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|--|--|
| 4.5 | PBIS Implementation: Percent implementation according to the Tiered Fidelity Inventory (TFI) at each school. LREBG | 2023: 60% of schools received Platinum for Positive Behavioral Intervention and Support | 2023: 50% of schools received Platinum for Positive Behavioral Intervention and Support | | Tiered Fidelity Inventories (TFI) completed three times yearly through the Positive Behavioral Intervention and Support database 2024 100% of schools received Platinum | Decline of 10% |
| 4.6 | Increase Student Competency and Well Being Measure: Perceived sense of school connectedness and safety at school | 2024: Emotional Regulation 3rd-5th- 47% 6th- 43% | 2024: Emotional Regulation 3rd-5th- 48% 6th- 45% | | Student Competency and Well Being Measure: Emotional Regulation (3rd-5th) 67% (6th-12th) 63% | Improvement 1% 3rd-5th Improvement 2% 6th |

Goal Analysis [2024-25]

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

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

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

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

- The 2023 California Dashboard reported that 93% of NSD's certificated staff are fully credentialed, surpassing both the state average of 83.2% and county average of 86%. Special education staffing remained the most challenging area; however, partnerships with the San Diego County Office of Education internship program, targeted mentorship, and financial incentives, such as step-and-column salary enhancements, increased STRS/PERS contributions, and extended pay for beyond contract work, have positively influenced recruitment and retention. Long-term financial sustainability for these supports remains a key consideration moving forward.

- The district maintained its partnership with local law enforcement, ensuring that two School Resource Officers (SROs) were available to support school safety. This contributed to increased confidence among staff and families, as seen in the 2023 CHKS Staff Sense of Safety score of 66%, Parent Sense of Safety at 88%, and the 2023-2024 CA Dashboard Local Indicator 6 Met designation.
- Health services, in partnership with Rady Children’s Hospital, continued successfully at each site, including the capacity to support medically fragile students with essential medical and mental health care.
- Verbal Behavior Associates (VBA) support was implemented as planned, ensuring that students with behavioral challenges received services that allowed them to remain in general education classrooms. The increased aide staffing formula supported inclusion efforts, and NSD met Indicator 5B under the California Improvement Monitoring (CIM) system, meaning fewer than 15% of students with disabilities were removed from general education settings for more than 40% of the school day. Challenges remain with Indicator 5A, which targets increasing the percentage of students with disabilities spending at least 80% of their time in general education. The 2023–2024 target was 64%, and NSD reached 58.79%, indicating the need for continued focus on inclusive practices.
- The Family Youth Leaders for Attendance & Engagement program was implemented successfully, deploying SBCS staff to both school sites and the district level. Chronic absenteeism was significantly reduced from 49.1% in 2022 to 20.3% in 2023–2024, but most student groups (SWD, SED, LTEL, EL, Filipino, Hispanic, Homeless, and Asian) remain in the "Orange" performance level on the CA Dashboard, showing ongoing need for targeted attendance interventions.

Action 4.2: MTSS Social/Emotional & Behavioral

- General education support specialists were funded and deployed across the district to provide targeted interventions. Their work aimed to reduce unnecessary special education referrals and address the elevated 21% special education rate, a residual impact of the COVID-19 pandemic. A districtwide integrated referral system was developed and launched. However, full implementation was challenged by varying levels of staff training and familiarity, highlighting the need for ongoing professional development to ensure system alignment.
- Social-emotional supports showed initial improvement in emotional regulation: 3rd–5th grade rose from 47% to 67%, though Fall 2024 data shows a decrease to 50% and 6th grade improved from 43% to 63%, but fell to 44% in the most recent administration. This indicates promising outcomes but also signals the importance of consistency and reinforcement over time.
- Professional development in PBIS and Restorative Practices was conducted and as of Spring 2024, 80% of schools met Platinum level on the Tiered Fidelity Inventory (TFI). Most schools also earned Platinum recognition in the Intervention and Support Database, an increase from 60% in 2023. Challenges persist in onboarding new staff and ensuring staff receive updated training cycles. Trauma-Informed Care (TIC) training is also on the horizon. This success is directly tied to the work of the ten school counselors funded by LREBG.
- A Crisis Prevention Intervention (CPI) trainer team of three continued to train staff districtwide. The 2024 CA Dashboard suspension rate declined to 1% overall, with foster youth at 0% and students of two or more races at 1.3%. Expulsions remained at 0%.
- Two Behavioral leads provided through SELPA strengthened tiered response systems. While disparities in suspension rates remained a challenge in 2023 (with EL, Hispanic, Homeless, SED, and SWD students in “orange” and African American students in “red”), the 2024 CA Dashboard shows progress, with many of these student groups moving into “green,” indicating successful intervention impact.

- Ten district counselors, funded by LREBG, provided Tier I and Tier II behavioral support. NSD incident tracking showed a reduction in major behavioral incidents from 783 to 483, and minor incidents from 2,229 to 2,000. While teacher capacity-building was expanded through training and coaching, there is a continued need for increased consistency in application across sites.
- Mental health supports, including CareSolace and Nueva Vista services, were implemented and monitored. These resources supported at-risk youth and families, including English Learners, students experiencing homelessness, and foster youth. The 2024 CHKS survey showed high perceptions of safety, with 92% of staff and 91% of parents agreeing or strongly agreeing that schools are safe environments.
- Finally, funding for site-based substitutes enabled lead teachers to engage in MTSS implementation, including data-driven meetings and planning. However, growing demand for tiered services and mental health support suggests that additional funding may be required to meet long-term implementation goals.

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

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

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

The district initially budgeted \$8,415,000.00 for Action 4.1, which focuses on reducing suspension rates and expanding student support services. The projected end-of-year expenditures are \$8,295,965. The funds were essential to meet the growing demand for interventions and behavioral support services, ensuring that the district could continue to provide crucial services without interruption. These investments are leading to positive outcomes, including a reduction in suspension rates and enhanced student engagement. Moving forward, the district will continue to monitor these expenses to ensure sustainability while maintaining effective services for students.

Action 4.2: MTSS Social/Emotional & Behavioral

For Action 4.2, the district originally allocated \$2,666,329.00, with projected end-of-year expenditures at \$2,496,138. This goal was driven by the expansion of Positive Behavioral Interventions and Supports (PBIS), additional Restorative Practices training, and a significant increase in student mental health services. These expenditures were necessary to address the growing need for mental health resources and behavioral interventions across the district. Although adjustments were required to meet demand, they have contributed to improved staff perceptions of safety, as reflected in the district's safety surveys. However, the decline in student safety perceptions underscores the need for continued focus on refining safety strategies. The district remains committed to making continued investments to strengthen both staff and student safety, with close attention to the effectiveness of these initiatives. The ten school counselors funded by LREBG continue to implement Tier 2 and Tier 3 behavioral and emotional interventions.

Action 4.1 and Action 4.2 are critical expenditures to maintain the district's commitment to services and necessary expansions in staffing and resources improving school climate, reducing suspensions, and providing robust support services to students, particularly those from

unduplicated groups. Continued monitoring of these expenses will be crucial to ensuring long-term sustainability while delivering high-quality services to meet the needs of all students.

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

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

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

The district has made significant strides in supporting unduplicated pupils, particularly multilingual learners, students with disabilities, and those with behavioral and social-emotional needs. The district has maintained a 0% expulsion rate, reflecting the effectiveness of its targeted interventions. Based on the 2024 CA School Dashboard, the overall suspension rate was reduced by 1%, achieving a suspension rate of 1%, which aligns closely with the district's goal of reducing it to below 1.0%. Foster youth experienced a 0% suspension rate, highlighting the success of the district's targeted supports. However, students identifying as two or more races had a slightly higher suspension rate of 1.3%, indicating an area for further focus.

Safety perception data also reflects strong progress. The CHKS 2024 Staff Sense of Safety increased from 66% to 92%, demonstrating a substantial improvement in school climate and staff confidence in safety measures. Conversely, the student safety rating saw a decline from 73% to 64% suggesting that the district's safety efforts need review from the perspective of students. The district successfully met the 2024 Dashboard Local Indicator 6, affirming that key safety and climate standards were achieved.

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

Action 4.2: MTSS Social/Emotional & Behavioral

Efforts to reduce behavioral incidents have proven effective, as evidenced by a decrease in major incidents from 783 to 483 and minor incidents from 2,229 to 2,000. These reductions suggest that the district's multi-tiered systems of support (MTSS) and behavioral interventions are positively influencing student behavior. Additionally, the Tiered Fidelity Inventories (TFI) conducted three times annually further demonstrate the district's commitment to continuous evaluation and improvement of behavioral support systems.

The district also made significant progress in student emotional regulation, a key component of student well-being. Among 3rd-5th graders, emotional regulation increased from 47% to 67%, while 6th graders saw an increase from 43% to 63%. These gains reflect the effectiveness of the district's social-emotional learning (SEL) programs and targeted interventions.

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

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

Key Changes and Adjustments:

- Strengthen Tier 1 implementation within classrooms.
- Schools will support teacher-led social-emotional learning (SEL) lessons, aligned with counseling lessons, to ensure SEL strategies are embedded throughout the instructional day rather than siloed.
- The district will introduce formative tracking cycles every 8–10 weeks to monitor progress on specific TFI components.
- Maintain counselor staffing to uphold current levels of SEL and behavioral support (LREBG).
- Expand in-house staffing (e.g., VBAs, special education personnel) to strengthen both behavioral and academic supports.
- Increase authentic learning opportunities that foster student engagement and social-emotional development.
- Continue and enhance PBIS efforts across all schools.
- Deepen SEL instruction to further promote students’ feelings of safety, belonging, and emotional well-being.
- Implement additional safety measures at school sites to ensure a secure and welcoming environment for all.

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-----------------|--------------|
| 4.1 | Specialized and Highly Qualified Staff | To retain highly qualified teachers and staff with specialized credentials and skills, this budget allocation provides enhanced financial compensation and increased contributions to STRS and PERS. It also supports partnerships with the National City Police Department for school resource teams and Rady Children's Hospital for on-site health services. Additionally, funding for VBA support and teacher training is essential for supporting unduplicated pupils, with a focus on multilingual learners, students with disabilities, and those with behavioral and social-emotional needs, ensuring effective access to general education and improving student outcomes. | \$11,264,510.00 | Yes |
| 4.2 | MTSS Social/Emotional & Behavioral | To support the diverse needs of NSD students, funding is allocated for a range of specialized services aimed at improving academic, behavioral, and social-emotional outcomes. This includes funding for psychologists, speech language pathologists, resource specialists, counselors, and behavior leads, along with professional development and training in multi-tiered systems of support (MTSS), Positive Behavior Intervention Supports (PBIS), restorative practices, and crisis prevention. These resources ensure targeted support for unduplicated students, including English learners, homeless/foster youth, and low-income students, helping to promote a safe, inclusive, and supportive learning environment for all. A specific Learning Recovery Emergency Block Grant (LREBG) allocation will be made to fund a counselor at each of NSDs ten school sites to support social and emotional well-being of NSD students who were greatly affected by pandemic school closures. | \$2,457,374.00 | Yes |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|--|
| 5.1 | Score DRDP for students in preschool full day program. *This metric is not measurable. Changed in the 2025-2026 LCAP to the following: 100% of preschool students will score | Establish 2025 and increase DRDP score by 2% annually. Changed in the 2025-2026 LCAP to the following: In the 2024-2025 school year 82% of student scored 'Exploring Stage' on the DRDP as evidenced by | New Metric for 2025-2026, no baseline available to determine difference. | | DRDP score 6% increase. * Changed in the 2025-2026 LCAP to the following: 100% of preschool students in 2026-2027 will score 'Exploring Stage' on the DRDP as | New Metric for 2025-2026, no baseline available to determine difference. |

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

Goal Analysis [2024-25]

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

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

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

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

Due to a change in personnel as well as changing TK guidelines from the State of California, this goal was not implemented. This goal will be revised to focus on expanding access for preschool students. The full funding remains intact.

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

Goal not started yet.

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

The first part of this goal will be the focus of implementation for 2025-2026: The LEA developed this goal to address persistent inequities in access to early learning opportunities that affect school readiness and long-term student success. While income eligibility for State Preschool provides many families with access to a half-day program, only those who also qualify for federal Head Start receive a full-day program. This creates unequal access based on income, limiting more comprehensive early education for families who do not meet the strictest poverty thresholds but still experience need.

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

This goal is designed to eliminate these disparities by expanding access to high-quality, full-day early learning programs for all eligible students, ensuring equity regardless of income or birthdate. NSD will provide greater access to Early Childhood Education programs in preschool by adding two part-time instructional assistants. This will allow to increase the number of students being served by 16 additional spaces based on licensing ratio guidelines.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|---|-------------|--------------|
| 5.1 | Literacy and Social Development | Provide additional support to students for targeted phonemic awareness and social skills. | \$50,000.00 | No |

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

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$16,585,274.00 | \$2,133,110.00 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 39.734% | 5.352% | \$2,275,288.75 | 45.086% |

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: Language Acquisition Professional Learning and Instructional Coaching</p> <p>Need: English Learners, LTELs</p> <p>Scope: LEA-wide</p> | NSD schools have 40% or higher population of English learners, and 54% Districtwide. Given that most classrooms and most school will have EL, providing effective instructional strategies will support access and student achievement. In addition, targeted professional development is vital to helping teachers address the needs of Long-Term English Learners (LTELs) | 1.1 and 1.2 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| <p>1.2</p> | <p>Action: Curricular Supports and Coordinated Services</p> <p>Need: On the California Dashboard, English Learners in our district are performing significantly below the standard—by 89 points in English Language Arts and 91 points in math—nearly twice the gap seen among English-only students. As a result, English Learners received an "orange" rating, while students with disabilities received a "red" rating in both subjects. With more than 54% of our students identified as English Learners and 421 students dually identified as both English Learners and students with disabilities, targeted support is essential to close these gaps.</p> <p>Scope: LEA-wide</p> | <p>Over 54% of students in National School District are English Learners. Students will receive personalized language instruction through software that supports their English development during designated ELD time and connects to what they're learning in other subjects. In addition, feedback from parent and staff sessions emphasized the need for stronger Newcomer support, expanded GLAD training, differentiated ELD training, and afterschool tutoring aligned to EL needs. These efforts will be supported by ELOP funding and integrated into community school planning.</p> | <p>1.5 and 1.6</p> |
| <p>1.3</p> | <p>Action: English Learner's Parent Engagement</p> <p>Need: In National School District, 54% of students are EL, and while 70% of EL parents previously rarely participated, 250 parents have now become actively involved in school and district committees. Studies show that when parents are engaged, students tend to perform better, attend school more regularly, and are less likely to drop out. Schools must continue to build on this momentum by creating more opportunities for meaningful</p> | <p>Increasing engagement opportunities at both the school and district levels for English Learner families will have a significant positive impact on a large percentage of students. Parent workshops will be offered at all sites, focusing on at-home literacy and math support, as well as family-based training to address the social-emotional learning needs specific to EL and dual-identified students (SWD and EL). These forums will promote a climate of trust and support between parents and the district, while also providing parents with a space to connect, share experiences, and build a supportive network.</p> | <p>1.7</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>parent involvement to improve student outcomes.</p> <p>Scope: LEA-wide</p> | | |
| <p>1.4</p> | <p>Action: EL Learner Progress - ELA</p> <p>*For clarity, this action was updated to reflect ELA progress of English Learners.</p> <p>Need: In 2023, the CA Schools Dashboard identified Lincoln Acres and Olivewood Schools as "red" for progress on ELA CAASPP performance. In 2024, the CA Schools Dashboard identified the whole district as red for EL progress with specific schools John Otis, Kimball, Las Palmas, and Olivewood Schools for "red" EL progress on ELA CAASPP performance, highlighting the need for improvement in student achievement in this area.</p> <p>Scope: Schoolwide</p> | <p>Research-based strategies for language acquisition and literacy development will be utilized through a hybrid teaching model, in collaboration with school intervention teams. These efforts will target students who did not make progress, with the goal of improving language skills and literacy.</p> | <p>1.2 & 1.3</p> |
| <p>1.5</p> | <p>Action: District LTEL Progress- Math</p> <p>*New action step for 2025-2026</p> <p>Need:</p> | <p>Research shows that strong language skills are closely linked to success in math. When students have good language abilities, they are better able to understand math concepts, learn math vocabulary, and explain their thinking. Without these skills, it can be more difficult for students to understand and solve math problems effectively.</p> | <p>1.4</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>The California Schools Dashboard has marked National School District as "red" for math, indicating that there are significant areas needing improvement in student performance in this subject, specifically for Long-Term English Learners which are identified as "orange."</p> <p>Scope: LEA-wide</p> | | |
| 2.1 | <p>Action: Data Analysis, Assessment and Instructional Planning</p> <p>Need: The 2024 CAASPP results show that 45.82% of students scored at Level 1 in English Language Arts (ELA) and 47.7% in math, indicating an ongoing need for improvement. Nearly 70% of National School District's unduplicated students are not meeting grade-level proficiency in these subjects, with almost 45% scoring at the lowest performance level (Level 1) in both ELA and math. The district serves 90% unduplicated students, highlighting the need for continued focus on supporting these learners.</p> <p>Scope: LEA-wide Schoolwide</p> | <p>Research shows that using data to guide decision-making improves student achievement by helping teachers plan personalized lessons based on student needs. By providing teachers with dedicated time to analyze data, they can create targeted instruction that addresses specific areas for improvement. Action plans based on this data will be stored in an intervention software system, allowing district and school leaders to support teachers in tracking progress and ensuring the necessary resources are available to help each student succeed.</p> | 2.1 and 2.2 |
| 2.2 | <p>Action: Expanded Learning Opportunities</p> | <p>Local data from the SEL (Social-Emotional Learning) measures shows a 2% decline in</p> | 2.3 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>Need: The 2024 CAASPP results show that 45.82% of students scored at the lowest level in English Language Arts (ELA) and 47.7% in math, highlighting the ongoing need for improvement. Nearly 70% of National School District's unduplicated students are not meeting grade-level proficiency in these subjects, with almost 45% scoring at the lowest level in both ELA and math. This underscores the importance of targeted support to help these students succeed.</p> <p>Scope: LEA-wide Schoolwide</p> | <p>student engagement, with 64% of those affected being unduplicated students. Research shows that when students feel valued, have a sense of belonging, and actively participate on campus, it leads to higher engagement in class and improved achievement. To address this decline, providing a variety of high-interest programs is key to increasing student engagement and reversing this trend.</p> | |
| 2.3 | <p>Action: Guaranteed and Viable Tier I Curriculum and Instruction</p> <p>Need: The 2024 CAASPP results show that 45.82% of students are performing at Level 1 in English Language Arts (ELA) and 47.7% in math, indicating a continued need for improvement. Nearly 70% of unduplicated students in National School District are not meeting grade-level proficiency in these subjects, with almost 45% falling into the "not met" category for both ELA and math. These results highlight the need for focused efforts to support students in reaching grade-level expectations.</p> | <p>The 2023 CA Dashboard data indicated an "orange" status for ELA and a 7-point decline, signaling a continued need for targeted improvement. To address this, the district focused on building teacher capacity in data-informed instruction, which showed positive results, including a 39.2% increase in teachers' engagement with student data. These efforts contributed to improvements in the Distance from Standard (DFS) for English Learners and students with disabilities, and reductions in the number of students at Tier 3 in ELA and math. To maintain this momentum, ongoing professional development and continued focus on data-driven instruction will be key to further improving student outcomes.</p> | 2.4, 2.5 and 2.6 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>Scope: LEA-wide Schoolwide</p> | | |
| <p>2.4</p> | <p>Action: Multi-Tiered System of Support for Academic Achievement</p> <p>Need: The 2024 CAASPP results show that 45.82% of students are at the lowest level in English Language Arts (ELA) and 47.7% in math, highlighting an ongoing need for improvement. Nearly 70% of unduplicated students in the National School District are not meeting grade-level proficiency in these subjects. Additionally, about 45% of these students are performing at the "not met" level in both ELA and math.</p> <p>Scope: LEA-wide Schoolwide</p> | <p>Data shows that only 23% of underperforming students are currently receiving interventions that help them access grade-level content. The Multi-Tiered System of Supports (MTSS) offers a structured approach to provide early support for students facing challenges, ensuring they get the help they need. By tracking this information, the goal is to increase the number of students who receive the right interventions at the right time.</p> | <p>2.7, 2.8 and 2.9</p> |
| <p>2.5</p> | <p>Action: Differentiated Instruction Strategies for Academic Achievement</p> <p>Language changed from UDL (2024-2025) to Differentiation (2025-2026).</p> <p>Need:</p> | <p>The majority of students in the "red" performance category at the schools mentioned are primarily unduplicated students and students with disabilities. Research shows that using a differentiated approach, which offers personalized instruction and better access to learning, can significantly improve student achievement across a wide range of learners.</p> | <p>2.10 and 2.11</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>The 2024 CA Dashboard highlights areas where improvement is needed in student performance across several schools in the district. In 2023, school included: Lincoln Acres, Ira Harbison, Las Palmas, Central, and Olivewood Elementary. In 2024, for English Language Arts (ELA), schools like John Otis, Las Palmas, Olivewood, and Central show challenges, particularly for English learners (EL), Hispanic, and students with disabilities (SWD). In Math, schools such as Ira Harbison, John Otis, and Palmer Way are experiencing lower performance, especially among SWD, while district-wide data also reflects ongoing struggles for long-term English learners (LTELs). Additionally, chronic absenteeism and suspension rates are impacting performance at schools like Ira Harbison, Olivewood, and Palmer Way, and further action is required to address these challenges.</p> <p>Scope: LEA-wide Schoolwide</p> | | |
| 3.1 | <p>Action: Family and Community Partnerships for Student Achievement</p> <p>Need: Although there is improvement—from 33% in 2024 to 26% in 2025—many families still report rarely participating in school events. This remains a critical need, especially for unduplicated pupils, as family engagement is strongly linked to higher student achievement,</p> | <p>The Parent Survey showed that families are more likely to participate in school events when they focus on topics like special education, the transition to middle school, and strategies to support students’ social and emotional well-being. As a result, these topics will be a key focus of future family events offered by the district.</p> | 3.1 and 3.2 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | <p>motivation, and school connection. Increased outreach and support can help sustain momentum and ensure all families, particularly those facing systemic barriers, are actively involved in their child’s learning.</p> <p>Scope: LEA-wide Schoolwide</p> | | |
| 3.2 | <p>Action: Community and Basic Resources</p> <p>Need: According to the most recent California Healthy Kids Survey, only 64% of students reported feeling safe at school—significantly lower than the 92% of staff who felt the same. This gap highlights the need for stronger school-based supports. When families have access to resources and emotional support, they experience less stress and are better equipped to help their children thrive academically and socially.</p> <p>Scope: LEA-wide Schoolwide</p> | National City has the highest poverty rate in San Diego County which can create stress that affects students’ ability to learn. By providing resources and building strong community partnerships, schools help reduce this stress so students can better focus, grow, and succeed in the classroom. | 3.3 |
| 3.3 | <p>Action: Learning Environments and School Access</p> <p>Need: According to the 2024 California School Dashboard, 40% of students in National</p> | In the 2023–24 school year, providing transportation helped increase student attendance in National School District from 88% to 93%. For 2024–25, attendance remains strong at 92.7%, showing continued progress. Removing barriers like transportation and maintaining welcoming, | 3.6 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>School District are chronically absent—meaning they miss 10% or more of the school year. This is significantly higher than the statewide average of 29%, highlighting an urgent need to address attendance barriers and keep students engaged in learning.</p> <p>Scope: LEA-wide Schoolwide</p> | <p>well-kept school environments helps students show up and succeed. Giving each student a device also supports digital learning and helps close opportunity gaps.</p> | |
| <p>3.4</p> | <p>Action: Pre-Natal to 3rd Grade Community Based Opportunities</p> <p>Need: Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students experiencing homelessness, need increased access to early learning opportunities, targeted family engagement, and integrated support services. These students often face barriers related to school readiness, language development, early identification of learning needs, and consistent access to health and wellness resources. There is also a need for culturally responsive outreach and inclusive programming that actively involves families and community partners in supporting children from birth through grade three.</p> <p>Scope:</p> | <p>The actions directly address the needs of unduplicated pupils by expanding access to early education programs such as Head Start, CSPP, and community-based infant care, with targeted outreach to families of English learners, students with disabilities, foster youth, and those experiencing homelessness. Through focused canvassing, community input, and family engagement efforts, the district ensures that services are inclusive, responsive, and accessible to the most vulnerable learners. Funding further strengthens continuity of services and coordination of supports across schools. These actions are provided on an LEA-wide basis to ensure that all students, regardless of school site, benefit from a coherent system of early learning and support, while prioritizing the unique barriers faced by unduplicated pupils throughout the district.</p> | <p>3.7</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 |
|-------------------|--|---|------------------------------------|
| | LEA-wide Schoolwide | | |
| 3.5 | <p>Action: Equitable Technology and Information System Access</p> <p>Need: In the 2024-2025 school year, a significant percentage of families in National School District still lack access to devices and reliable internet. A "heat map" of technology access showed that many households are without the necessary tools for online learning, highlighting the ongoing need for support in providing devices and connectivity.</p> <p>Scope: LEA-wide Schoolwide</p> | According to the Policy Institute (February 2024), 41% of low-income households still lack full digital access for distance learning, with 37% of Latino households and 29% of Black households affected. Providing devices is essential to ensure early access to education and help close the opportunity gap. Without digital access, individuals may face challenges in securing higher-paying jobs, so ensuring everyone has access to technology supports equal opportunities for both education and future economic success. | 3.8 |
| 3.6 | <p>Action: Reduce Chronic Absenteeism and Suspensions</p> <p>Need: The 2024-2025 CA Dashboard shows that Olivewood and Palmer Way schools have been identified with "red" indicators for chronic absenteeism among students with disabilities (SWD). There were no schools marked "red" for suspensions in 2024-2025. However, the 2023 CA Dashboard highlighted several schools with "red" indicators for chronic absenteeism and suspensions, including the</p> | In the 2024-2025 school year, chronic absenteeism is at 29%, and the CA Schools Dashboard reported 40% chronic absenteeism for the 2023-2024 year. To address this, personalized case management will support families in overcoming barriers to consistent attendance, such as housing instability, food insecurity, child care, and transportation. This will include home visits and in-school services like counseling and interventions, ensuring that students can return to school regularly and remain engaged. | 3.5 and 3.9 |

| 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>district, El Toyon, Lincoln Acres, Olivewood, and Palmer Way, particularly for students from marginalized groups such as African Americans, Hispanics, and homeless students.</p> <p>Scope: LEA-wide Schoolwide</p> | | |
| <p>4.1</p> | <p>Action: Specialized and Highly Qualified Staff</p> <p>Need: The 2024 SEL survey showed that 68% of K–2 students reported a positive sense of belonging, while only 50% of grades 3–6 felt the same, with just 34% feeling engaged. Emotional regulation and self-management remain a challenge in grades 3–6, with scores in the 20th–39th percentile. The 2023 CA Schools Dashboard showed a rise in suspensions, particularly among African American students, underscoring the importance of continued focus on social-emotional learning (SEL). Parent surveys also highlight the need for more SEL support, with student workshops and parent education being top priorities. To address these concerns, NSD has prioritized restorative practices and core mental health services.</p> <p>Scope: LEA-wide Schoolwide</p> | <p>90% of NSD students are considered unduplicated, making up the majority of students in classrooms. Providing specialized support such as counseling, medical care, school resource officers, specialized teaching, and transportation contributes to better student outcomes, including improved attendance, behavior, social skills, and academic performance. These services will be available to all schools in the district, ensuring equal access for every student, regardless of which school they attend.</p> | <p>4.1, 4.2 and 4.3</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>4.2</p> | <p>Action: MTSS Social/Emotional & Behavioral</p> <p>Need: The 2024 CHKS survey showed a slight improvement in student depression, but 40% of students still reported concerns, highlighting the ongoing need for mental health support. The 2023 CHKS survey found that 39% of students identified depression and mental health issues as a problem, and 2023-2024 SEL data revealed low self-reports in emotional regulation, social awareness, and self-management. To address these issues, NSD has focused on restorative practices, mental health services, and a comprehensive Multi-Tiered System of Supports (MTSS), which has contributed to a reduction in major behavior incidents and will continue to provide essential support for students' well-being.</p> <p>Scope: LEA-wide Schoolwide</p> | <p>Ninety percent of NSD students are considered unduplicated, representing a significant portion of the student population in each classroom. According to the Student Competency & Well-Being Measures survey, 67% of students in grades 3–5 and 47% of 6th graders reported a sense of belonging at their school, which is lower than national averages. Research shows that implementing Positive Behavioral Interventions and Supports (PBIS) can lead to improved school climate, increased safety, better academic outcomes, and fewer suspensions, all of which are key to supporting student success. Data from the 2023 CHKS survey shows that 75% of students feel their school provides adequate counseling and support, confirming that the support systems in place are meeting student needs and should continue.</p> | <p>4.4, 4.5, 4.6, and 4.7</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 |
|-------------------|---|---|------------------------------------|
| 1.1 | <p>Action: Language Acquisition Professional Learning and Instructional Coaching</p> <p>Need: CA Dashboard 43.2% making EL progress, decline by 10.3%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | Increased pedagogy strategies during Tier I instruction will increase access and meaningful interaction with grade level content. | 1.1 and 1.2 |
| 1.2 | <p>Action: Curricular Supports and Coordinated Services</p> <p>Need: On the California Dashboard, English Learners in our district are performing significantly below the standard—by 89 points in English Language Arts and 91 points in math—nearly twice the gap seen among English-only students. As a result, English Learners received an "orange" rating, while students with disabilities received a "red" rating in both subjects. With more than 54% of our students identified as English Learners and 421 students dually identified as both English Learners and students with disabilities, targeted support is essential to close these gaps.</p> <p>Scope:</p> | More than 54% of students in National School District are English Learners. To better support them, the district is adding a Dual Language Coach to help teachers identify and leverage effective strategies for students who are new to English or still developing their language skills. Students will also benefit from personalized language software during designated English Language Development (ELD) time to support their progress in both language and academic content. | 1.5 and 1.6 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | Limited to Unduplicated Student Group(s) | | |
| 1.3 | <p>Action: English Learner's Parent Engagement</p> <p>Need: Research shows that when parents of English Learners (EL) are more involved, their children make stronger progress in learning English.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | More than 54% of students in National School District are English Learners. | 1.7 |
| 1.4 | <p>Action: EL Learner Progress - ELA</p> <p>*For clarity, this action was updated to reflect ELA progress of English Learners.</p> <p>Need: The 2023 and 2024 dashboards identified National School District LTELs as "orange."</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | Adding ELA progress to this goal is a key indicator for reclassification and key to the success of LTELs. | 1.2 & 1.3 |
| 1.5 | <p>Action: District LTEL Progress- Math</p> <p>*New action step for 2025-2026</p> <p>Need:</p> | Research shows that having a strong vocabulary can help students perform better in math. Math uses its own specific language, such as explaining answers, solving word problems, or writing proofs. Teaching students to understand and use this math language can improve their math skills, highlighting the close connection between language and math learning. | 1.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>The California Schools Dashboard has marked National School District as "red" for math, indicating that there are significant areas needing improvement in student performance in this subject, specifically for Long-Term English Learners which are identified as "orange."</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | | |
| <p>2.2</p> | <p>Action: Expanded Learning Opportunities</p> <p>Need: In the National School District, 90% of students are considered unduplicated, meaning they belong to specific groups such as English learners, students from low-income families, or foster youth. The majority of students in classrooms across the district are part of this target group.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>The goal is to create more opportunities for students to engage on campus and help close the opportunity gap.</p> | <p>2.3</p> |
| <p>2.3</p> | <p>Action: Guaranteed and Viable Tier I Curriculum and Instruction</p> <p>Need: In National School District, 90% of students come from historically underserved backgrounds, making up the majority of students in classrooms across the district.</p> | <p>A guaranteed and viable curriculum ensures that every student has access to challenging, grade-level content that meets high academic standards.</p> | <p>2.4, 2.5 and 2.6</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|------------------------------------|
| | <p>Scope: Limited to Unduplicated Student Group(s)</p> | | |
| 2.4 | <p>Action: Multi-Tiered System of Support for Academic Achievement</p> <p>Need: In National School District, 90% of students come from historically underserved backgrounds, making up the majority of students in classrooms across the district.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | Early intervention and personalized support help students catch up to grade-level standards, which can reduce the achievement gap. | 2.7, 2.8 and 2.9 |

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding, NSD has added a Multi-Tiered System of Supports (MTSS) Site Coordinator at schools with serving all schools. This is reflecting in Goal 2 Action 1 in the 2024-2027 LCAP. NSD has an 88% unduplicated student count and these students represent the majority of students across classrooms. The MTSS Site Coordinator oversees tiered academic and social-emotional supports, monitor student progress, and coordinates intervention programming with language arts specialists, instructional assistants, counselors, psychologists, and impact teachers. Additionally, the funds will be used to increase general education services by expanding the site support service teams, including psychologists, speech-language pathologists (SLP), and resource specialists (RSP). This proactive approach aims to address the needs of Tier III students before formal assessment is required. By implementing these actions, we aim to

provide early intervention and targeted services, preventing the exacerbation of performance gaps and ensuring equitable support for all students.

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

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of certificated staff providing direct services to students | | <p>DISTRICT 252 : 3868</p> <p>Central Elementary 396 UPP; SED 82.16%; RATIO 26:396</p> <p>El Toyon Elementary 329 UPP; UPP 81.44%; RATIO 21:329</p> <p>Ira Harbison 277 UPP; UPP 77.07%; RATIO 18:277</p> <p>John A. Otis Elementary 300 UPP; SED 75.38%; RATIO 20:300</p> <p>Kimball 274 UPP; SED 74.25%; RATIO 18:274</p> <p>Las Palmas 373 UPP; SED 77.07%; RATIO 24:373</p> <p>Lincoln Acres 322 UPP; SED 72.36%; RATIO 21:322</p> <p>Olivewood 343 UPP; 74.24%; RATIO 22:343</p> <p>Palmer Way 299 UPP; SED 75.5%; RATIO 19:299</p> <p>Rancho de la Nacion 323 UPP; SED 88.74%; RATIO 21:323</p> |

2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | \$41,740,892.00 | 16,585,274.00 | 39.734% | 5.352% | 45.086% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|----------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$18,860,412.00 | \$15,268,019.00 | \$1,100,000.00 | \$2,406,240.00 | \$37,634,671.00 | \$23,484,291.00 | \$14,150,380.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|------------------|---|--|-------------------------------|--|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1.1 | Language Acquisition Professional Learning and Instructional Coaching | English Learners | Yes | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | | \$859,916.00 | \$0.00 | \$130,000.00 | | | \$729,916.00 | \$859,916.00 | |
| 1 | 1.2 | Curricular Supports and Coordinated Services | English Learners | Yes | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | | \$408,800.00 | \$100,000.00 | \$297,652.00 | \$211,148.00 | | | \$508,800.00 | |
| 1 | 1.3 | English Learner's Parent Engagement | | Yes | LEA-wide Limited to Unduplicated Student Group(s) | | All Schools | | \$0.00 | \$20,000.00 | \$10,000.00 | | | \$10,000.00 | \$20,000.00 | |
| 1 | 1.4 | EL Learner Progress - ELA *For clarity, this action was updated to reflect ELA progress of English Learners. | English Learners | Yes | School wide Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Kimball, Las Palmas, Olivewood, Palmer Way, John Otis TK-6 | | \$80,000.00 | \$10,000.00 | \$80,000.00 | \$10,000.00 | | | \$90,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|---|--|---|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 1 | 1.5 | District LTEL Progress-Math *New action step for 2025-2026 | English Learners | Yes | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | | \$0.00 | \$100,200.00 | \$10,000.00 | \$90,200.00 | | | \$100,200.00 | |
| 2 | 2.1 | Data Analysis, Assessment and Instructional Planning | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | All Schools | | \$3,511,743.00 | \$110,000.00 | \$1,382,844.00 | \$1,351,575.00 | | \$887,324.00 | \$3,621,743.00 | |
| 2 | 2.2 | Expanded Learning Opportunities | English Learners Foster Youth Low Income | Yes | LEA-wide School wide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | | \$391,713.00 | \$6,459,000.00 | \$342,662.00 | \$6,139,051.00 | | \$369,000.00 | \$6,850,713.00 | |
| 2 | 2.3 | Guaranteed and Viable Tier I Curriculum and Instruction | English Learners Foster Youth Low Income | Yes | LEA-wide School wide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | | \$380,303.00 | \$1,740,000.00 | \$620,303.00 | \$1,500,000.00 | | | \$2,120,303.00 | |
| 2 | 2.4 | Multi-Tiered System of Support for Academic Achievement | English Learners Foster Youth Low Income | Yes | LEA-wide School wide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | | \$2,905,515.00 | \$780,970.00 | \$1,421,482.00 | \$2,265,003.00 | | | \$3,686,485.00 | |
| 2 | 2.5 | Differentiated Instruction Strategies for Academic Achievement Language changed from UDL (2024-2025) to | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | Specific Schools: Central, Ira Harbison, John | | \$80,000.00 | \$10,000.00 | \$80,000.00 | \$10,000.00 | | | \$90,000.00 | |

| 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 |
|--------|----------|---|--|---|-------------------------|--|---|-----------|-----------------|---------------------|-----------------|-------------------|----------------|---------------|-----------------|---|
| | | Differentiation (2025-2026). | | | | | Otis, Las Palmas, Olivewood, and Palmer Way Schools | | | | | | | | | |
| 3 | 3.1 | Family and Community Partnerships for Student Achievement | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | All Schools | | \$856,795.00 | \$0.00 | \$829,795.00 | \$27,000.00 | | | \$856,795.00 | |
| 3 | 3.2 | Community and Basic Resources | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | All Schools | | \$253,412.00 | \$160,000.00 | \$90,000.00 | \$253,412.00 | | \$70,000.00 | \$413,412.00 | |
| 3 | 3.3 | Learning Environments and School Access | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$967,393.00 | \$667,393.00 | \$300,000.00 | | | \$967,393.00 | |
| 3 | 3.4 | Pre-Natal to 3rd Grade Community Based Opportunities | Low Income | Yes | LEA-wide School wide | Low Income | All Schools | | \$210,000.00 | \$60,596.00 | \$50,596.00 | | | \$220,000.00 | \$270,596.00 | |
| 3 | 3.5 | Equitable Technology and Information System Access | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | All Schools | | \$1,424,057.00 | \$1,800,000.00 | \$1,551,638.00 | \$1,672,419.00 | | | \$3,224,057.00 | |
| 3 | 3.6 | Reduce Chronic Absenteeism and Suspensions | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | Specific Schools: Palmer Way and Olivewood | | \$172,374.00 | \$10,000.00 | \$10,000.00 | \$92,374.00 | | \$80,000.00 | \$182,374.00 | |
| 4 | 4.1 | Specialized and Highly Qualified Staff | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | All Schools | | \$9,559,510.00 | \$1,705,000.00 | \$10,164,510.00 | | \$1,100,000.00 | | \$11,264,510.00 | |
| 4 | 4.2 | MTSS Social/Emotional & Behavioral | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | All Schools | | \$2,340,153.00 | \$117,221.00 | \$1,121,537.00 | \$1,295,837.00 | | \$40,000.00 | \$2,457,374.00 | |
| 5 | 5.1 | Literacy and Social Development | Students with Disabilities Preschool | No | | | All Schools | | \$50,000.00 | \$0.00 | | \$50,000.00 | | | \$50,000.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$41,740,892.00 | 16,585,274.00 | 39.734% | 5.352% | 45.086% | \$18,860,412.00 | 0.000% | 45.184 % | Total: | \$18,860,412.00 |
| | | | | | | | | LEA-wide Total: | \$18,780,412.00 |
| | | | | | | | | Limited Total: | \$2,912,099.00 |
| | | | | | | | | Schoolwide Total: | \$18,412,760.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|---|-------------------------------|--|--|---|
| 1 | 1.1 | Language Acquisition Professional Learning and Instructional Coaching | Yes | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$130,000.00 | |
| 1 | 1.2 | Curricular Supports and Coordinated Services | Yes | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$297,652.00 | |
| 1 | 1.3 | English Learner's Parent Engagement | Yes | LEA-wide Limited to Unduplicated Student Group(s) | | All Schools | \$10,000.00 | |
| 1 | 1.4 | EL Learner Progress - ELA *For clarity, this action was updated to reflect ELA progress of English Learners. | Yes | Schoolwide Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Kimball, Las Palmas, Olivewood, Palmer Way, John Otis TK-6 | \$80,000.00 | |
| 1 | 1.5 | District LTEL Progress-Math | Yes | LEA-wide Limited to | English Learners | All Schools | \$10,000.00 | |

| 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 (%) |
|------|----------|---|---|--|--|---|--|---|
| | | *New action step for 2025-2026 | | Unduplicated Student Group(s) | | | | |
| 2 | 2.1 | Data Analysis, Assessment and Instructional Planning | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$1,382,844.00 | |
| 2 | 2.2 | Expanded Learning Opportunities | Yes | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$342,662.00 | |
| 2 | 2.3 | Guaranteed and Viable Tier I Curriculum and Instruction | Yes | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$620,303.00 | |
| 2 | 2.4 | Multi-Tiered System of Support for Academic Achievement | Yes | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$1,421,482.00 | |
| 2 | 2.5 | Differentiated Instruction Strategies for Academic Achievement Language changed from UDL (2024-2025) to Differentiation (2025-2026). | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Central, Ira Harbison, John Otis, Las Palmas, Olivewood, and Palmer Way Schools | \$80,000.00 | |
| 3 | 3.1 | Family and Community Partnerships for Student Achievement | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$829,795.00 | |
| 3 | 3.2 | Community and Basic Resources | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$90,000.00 | |
| 3 | 3.3 | Learning Environments and School Access | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$667,393.00 | |
| 3 | 3.4 | Pre-Natal to 3rd Grade Community Based Opportunities | Yes | LEA-wide Schoolwide | Low Income | All Schools | \$50,596.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|---------------------|--|--|--|---|
| 3 | 3.5 | Equitable Technology and Information System Access | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$1,551,638.00 | |
| 3 | 3.6 | Reduce Chronic Absenteeism and Suspensions | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Palmer Way and Olivewood | \$10,000.00 | |
| 4 | 4.1 | Specialized and Highly Qualified Staff | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$10,164,510.00 | |
| 4 | 4.2 | MTSS Social/Emotional & Behavioral | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$1,121,537.00 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$38,449,425.00 | \$29,240,480.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.1 | Language Acquisition Professional Learning and Instructional Coaching | Yes | \$604,571 | \$566,176 |
| 1 | 1.2 | Curricular Supports and Coordinated Services | Yes | \$2,164,901 | \$793,586 |
| 1 | 1.3 | English Learner's Parent Engagement | Yes | \$170,000 | \$2,244 |
| 1 | 1.4 | ELA Grade Level Achievement | Yes | \$10,000 | \$25,075 |
| 2 | 2.1 | Data Analysis, Assessment and Instructional Planning | Yes | \$3,795,934 | \$2,693,734 |
| 2 | 2.2 | Expanded Learning Opportunities | Yes | \$5,727,617 | \$3,476,143 |
| 2 | 2.3 | Guaranteed and Viable Tier I Curriculum and Instruction | Yes | \$1,955,303 | \$108,540 |
| 2 | 2.4 | Multi-Tiered System of Support for Academic Achievement | Yes | \$3,862,824 | \$3,711,524 |
| 2 | 2.5 | Universal Design for Learning for Academic Achievement | Yes | \$527,927 | \$81,954 |
| 3 | 3.1 | Family and Community Partnerships for Student Achievement | Yes | \$704,367 | \$824,367 |
| 3 | 3.2 | Community and Basic Resources | Yes | \$145,000 | \$160,000 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 3 | 3.3 | Learning Environments and School Access | Yes | \$1,027,599 | \$754,563 |
| 3 | 3.4 | Pre-Natal to 3rd Grade Community Based Opportunities | No | \$390,000 | \$390,000 |
| 3 | 3.5 | Equitable Technology and Information System Access | Yes | \$6,082,053 | \$4,860,471 |
| 3 | 3.6 | Reduce Chronic Absenteeism and Suspensions | Yes | \$150,000 | \$0 |
| 4 | 4.1 | Specialized and Highly Qualified Staff | Yes | \$8,415,000 | \$8,295,965 |
| 4 | 4.2 | MTSS Social/Emotional & Behavioral | Yes | \$2,666,329 | \$2,496,138 |
| 5 | 5.1 | Literacy and Social Development | No | \$50,000.00 | \$0 |

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$16,692,210.00 | \$22,259,108.00 | \$19,798,768.00 | \$2,460,340.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.1 | Language Acquisition Professional Learning and Instructional Coaching | Yes | \$38,395.00 | \$0.00 | | |
| 1 | 1.2 | Curricular Supports and Coordinated Services | Yes | \$519,908.00 | \$419,425.00 | | |
| 1 | 1.3 | English Learner's Parent Engagement | Yes | \$150,000.00 | \$2,244.00 | | |
| 1 | 1.4 | ELA Grade Level Achievement | Yes | \$10,000.00 | \$25,075.00 | | |
| 2 | 2.1 | Data Analysis, Assessment and Instructional Planning | Yes | \$1,311,263.00 | \$464,355.00 | | |
| 2 | 2.2 | Expanded Learning Opportunities | Yes | \$375,817.00 | \$315,694.00 | | |
| 2 | 2.3 | Guaranteed and Viable Tier I Curriculum and Instruction | Yes | \$555,303.00 | \$108,540.00 | | |
| 2 | 2.4 | Multi-Tiered System of Support for Academic Achievement | Yes | \$3,557,143.00 | \$3,557,143.00 | | |
| 2 | 2.5 | Universal Design for Learning for Academic Achievement | Yes | \$527,927.00 | \$81,954.00 | | |
| 3 | 3.1 | Family and Community Partnerships for Student Achievement | Yes | \$535,577.00 | \$655,577.00 | | |
| 3 | 3.2 | Community and Basic Resources | Yes | \$75,000.00 | \$90,000.00 | | |
| 3 | 3.3 | Learning Environments and School Access | Yes | \$727,599.00 | \$732,393.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3 | 3.5 | Equitable Technology and Information System Access | Yes | \$5,094,085.00 | \$4,714,157.00 | | |
| 3 | 3.6 | Reduce Chronic Absenteeism and Suspensions | Yes | \$150,000.00 | \$0.00 | | |
| 4 | 4.1 | Specialized and Highly Qualified Staff | Yes | \$7,405,000.00 | \$7,405,000.00 | | |
| 4 | 4.2 | MTSS Social/Emotional & Behavioral | Yes | \$1,226,091.00 | \$1,227,211.00 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$42,513,996.00 | \$16,692,210.00 | 12.659% | 51.922% | \$19,798,768.00 | 0.000% | 46.570% | \$2,275,288.75 | 5.352% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric # |
|--|
| <ul style="list-style-type: none"> • Enter the metric number. |
| Metric |

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

SDCOE LCAP Clarification Table

2025-26 LCAP

District: National

Date: July 25, 2025

Overall Approval

| Four Criteria for Determining LCAP Approval | | | |
|--|--|---|--|
| Adherence to State Board of Education Template | Sufficient Expenditures in Budget to Implement LCAP (Business) | Adherence to SBE Expenditure Regulations (Business) | Calculation and Implementation of Carryover (Business) |
| See clarification table below | Met | Met | Met |

| LCAP Page # | Item Description | Date sent to district: 7/25/25 | Date received from district: | Date sent to district: 7/31/25 | Date received (if needed): |
|---------------------|---|---|---|-----------------------------------|--|
| | | Clarification needed/ question | District response | COE response to District | Additional District response (if needed) |
| Plan Summary | | | | | |
| 7-8 | 2023 “red” dashboard indicators are addressed (schools, student groups, and | Need to include schools, student groups and students groups with a school for all red | Transferred the 2023 “red” dashboard indicators to the current plan. Added additional clarification for | Verified - LAH 7/31/25 | |

| | | | | | |
|--|---|---|--|---|--|
| | student groups within a school) | indicators from the 2023 dashboard. Recommend adding back in from p. 2 of the 2024-2025 LCAP (first labeling it “2023 Dashboard Reflection.”): “The following student groups and indicators were “red” in the CA Schools Dashboard...” (and include the 4 indicators with the schools and student groups). | acronyms. Clearly labeled the title of the new information added per SDCOE suggestion. | | |
| <input checked="" type="checkbox"/> Educational Partners | | | | | |
| <input checked="" type="checkbox"/> Goals | | | | | |
| Metrics | | | | | |
| 50-51 | Each metric includes current difference from baseline | 5.1 Current Difference from Baseline cannot be left blank. Recommend adding “ <i>New Metric for 2025-2026, no baseline available to determine</i> ” | Took SDCOE recommendation and updated metric for Year 1 Outcome. | Also make this addition to the Current Difference from Baseline; the Current Different from Baseline cannot be left blank | Current difference from baseline has been updated. Verified - LAH 7/31/25 |

| | | | | | |
|--|---|--|--|---|--|
| | | <i>difference</i> | | | |
| 51 | Each metric includes expected outcomes | 5.2 Need to have "Target for Year 3 Outcome" (currently it's blank). Suggest: <i>"10% more students will be served by head start portion of preschool program"</i> | Took SDCOE recommendation and updated target for Year 3 Outcome. | Verified - LAH 7/31/25 | |
| 51 | Each metric includes year 1 outcomes and current difference from baseline | 5.2 For Y1 Outcome, write: <i>"New Metric for 2025-2026"</i> & for Current Difference from Baseline, write: <i>"New Metric for 2025-2026, no baseline available to determine difference"</i> | Took SDCOE recommendation and updated metric for Year 1 Outcome. | for Current Difference from Baseline, write: <i>"New Metric for 2025-2026, no baseline available to determine difference"</i> | Current difference from baseline has been updated. Verified - LAH 7/31/25 |
| <input checked="" type="checkbox"/> Goal Analysis | | | | | |
| Actions | | | | | |
| 40 | Actions are designated as contributing (Y) or not contributing (N). | 3.4 has both "No" and "Yes" checked; only one can be checked (FYI in earlier draft, it was marked "no") | NSD shifted some LCAP and Federal funding sources during the budget development process. This is now | Verified - LAH 7/31/25 | |

| | | | | | |
|---|--|--|--|--|--|
| | | | contributing and has been updated accordingly. | | |
| <input checked="" type="checkbox"/> Missing Required LCFF Priority Metrics | | | | | |
| <input checked="" type="checkbox"/> Increased or Improved Services | | | | | |
| <input checked="" type="checkbox"/> Expenditure Tables | | | | | |
| <input checked="" type="checkbox"/> Comprehensive Support and Improvement | | | | | |