LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL MEETING
AGENDA

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

June 16, 2026
6:30 P.M.

Any materials required by law to be made available to the public prior to a meeting of the Board of Trustees of the District can be inspected at the following address during normal business hours: Lakeside Union School District Office, 14535 Old River Road, Bakersfield, CA 93311.

1. CALL TO ORDER, ROLL CALL AND FLAG SALUTE

BOARD OF TRUSTEES: ____Mario Buoni(MB) ____Alan Banducci(AB)
____Tamara Jones(TJ) ____Russell Robertson(RR)
____Darin Buoni(DB)

2. PRESENTATION OF THE LCAP LOCAL INDICATORS.

3. DISCUSSION OR ACTION ITEMS

A. General Control

(1) Approval of Lakeside Schools School Plan for Student Achievement (SPSA).

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(2) Approval of BP 5131.8.
Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

B. Budget and Finance

(1) Approval of Contract Between Boys and Girls Club and the Lakeside Union School District for 2026-2027 School Year Program.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(2) Approval of Engagement Agreement Between Law Office of Christopher P. Burger and the Lakeside Union School District.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(3) Approval of Quote from Perfection Stainless Fabrication, Inc. Not to Exceed $20,752.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(4) Approval of the 2026-2027 Lakeside Union School District LCFF Budget Overview for Parents.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(5) Approval of the LCAP Federal Addendum for the Lakeside Union School District.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(6) Approval of the 2026-2027 LCAP for the Lakeside Union School District.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(7) Approval of the 2026-2027 Budget for the Lakeside Union School District.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(8) Approval of Resolution #06162026 – Education Protection Account.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(9) Approval Statement of Excess Reserves.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(10) Discussion and Possible Action for the Kitchen/Cafeteria Paint Project.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(11) Discussion and Possible Action for Tree Trimming Services at Suburu School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(12) Discussion and Possible Action for Tree Trimming Services at Lakeside School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

C. Personnel

(1) Approval to Add Two (2) School Clerk Positions – One (1) at Each School Site.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

5. ADVANCE PLANNING

A. Future Meeting Dates

(1) Regular Board Meeting – August 11, 2026 at 6:30 p.m. in the Lakeside School Auditorium.

6. ADJOURNMENT Time: _____

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

For information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation to participate in the public meeting, please contact Ty Bryson, District Superintendent.

2026-2027 LCAP Local Indicators

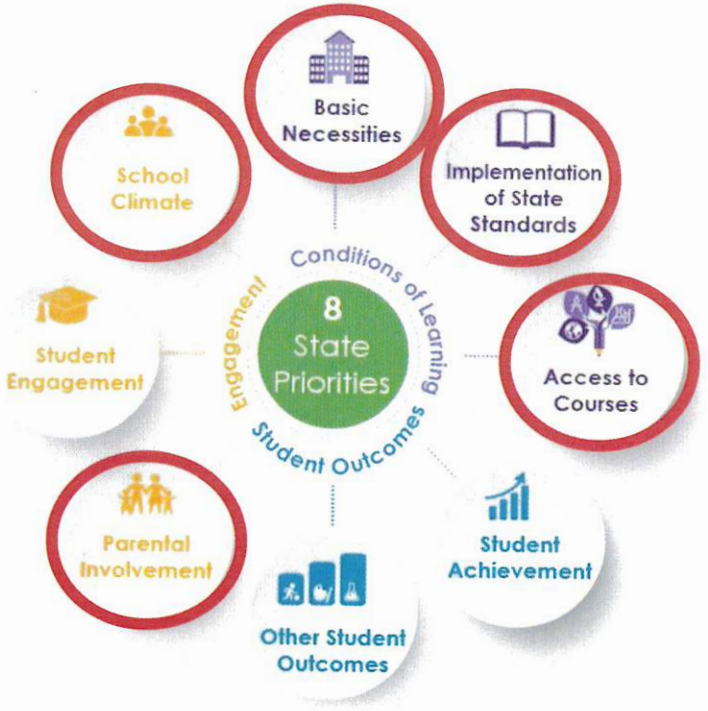
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Lakeside Union School District

LCAP Local Indicators Report

Presented in Conjunction with Adoption of the Local Control and Accountability Plan

June 16, 2026



Priority 1: Basic Services

Performance Standard: ✅Met

Evidence Reviewed	Key Findings	Continuous Improvement
Teacher Assignments Monitoring Outcome (TAMO) Data	✅ 0% Out-of-Field assignments identified; credentialing monitored annually	Continue recruitment, credential support, and assignment monitoring
Instructional Materials	✅ Students have access to standards-aligned instructional materials	Annual review of sufficiency annually
Facility Conditions (FIT)	⚠️ FIT inspections identified 82 repair items requiring corrective action	Address identified deficiencies through maintenance and repairs



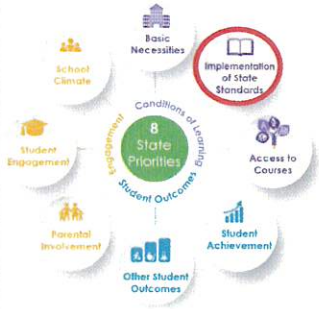
District facilities, staffing, and instructional materials were reviewed annually. Areas needing attention have been identified and are being addressed through ongoing maintenance, staffing, and monitoring processes.

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Priority 2: Implementation of State Standards

Performance Standard: ✅Met

Evidence Reviewed	Key Findings	Continuous Improvement
Professional Learning	✅ Ongoing standards-based training provided to staff	Continue professional learning aligned to student achievement needs
Instructional Support	✅ Teachers supported through coaching and collaboration	Expand instructional support systems
Student Access to Standards	✅ Students received supports to access grade-level content	Improve differentiated supports for student groups



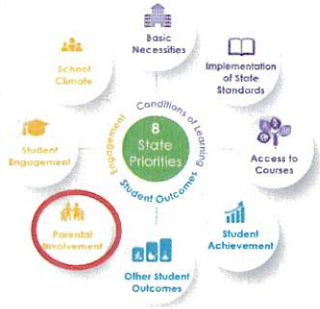
The District continues to implement California State Standards through professional learning, instructional support, and targeted services designed to increase student access to rigorous grade-level instruction.

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Priority 3: Parent and Family Engagement

Performance Standard: ✅Met

Evidence Reviewed	Key Findings	Continuous Improvement
Parent, LCAP, and Family Surveys	✅ Family feedback informed district priorities	Increase participation and representation across all family groups
DELAC, ELAC, and School Site Councils	✅ Family input informed planning and decision-making	Expand opportunities for family leadership and engagement
ParentSquare Communications, Parent Workshops, Back-to-School Night & Open House Participation	✅ Positive communication; increased academic support requested	Increase workshop participation



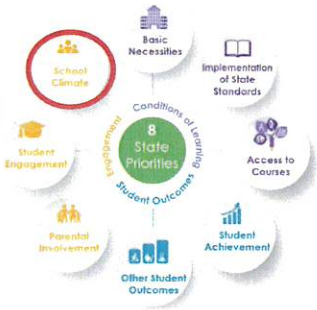
Family feedback gathered through surveys, advisory committees, communication platforms, and engagement activities informed district planning and development of the 2026–27 LCAP.

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Priority 6: School Climate

Performance Standard: ✅Met

Evidence Reviewed	Key Findings	Continuous Improvement
CHKS, Student, Parent & Staff Climate Surveys	✅ Students report feeling safe and know school expectations	Increase student connectedness and sense of belonging
Suspension & Expulsion Data	✅ Suspension rates continue to improve	Expand PBIS and proactive behavior supports
Attendance, Chronic Absenteeism & MTSS/PBIS Data	✅ Attendance and chronic absenteeism are improving	Continue attendance interventions and reduce chronic absenteeism



The District monitors school climate through survey feedback, behavior data, attendance measures, and MTSS/PBIS implementation to support safe, supportive, and engaging learning environments.

Lakeside Suburu School
Union School District
Dedicated to excellence in education

Priority 6: Course Access

Performance Standard: ✅Met

Evidence Reviewed	Key Findings	Continuous Improvement
Master Schedules & Course Access	✅ All students have access to the full instructional program	Continue monitoring equitable access to core instruction and interventions
Intervention & Academic Support Programs	✅ Students have access to targeted academic interventions and supports	Refine intervention systems to address identified student needs
Enrichment Opportunities (Sports, Music, Aquatics, Camp KEEP, Electives)	✅ Students have access to a variety of enrichment experiences	Expand participation and access to enrichment opportunities



The District provides all students access to core academic instruction, intervention supports, and enrichment opportunities that support academic, social, and physical development.

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Thank you

Questions &
Discussion

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in education

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	68.9	67.6%	0%	1.5%	29.7%	1.2%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	82

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

N/A

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language						N/A

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

N/A

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

A majority of families report that their child is recognized for positive behavior (60%) and motivated by those systems (52%), indicating that schoolwide behavior supports are visible and reinforcing student conduct. Additionally, 76% of families report receiving communication about the importance of regular attendance, and 57% indicate satisfaction with school communication overall, suggesting consistent outreach practices. These results indicate progress in establishing foundational communication systems and a positive school environment that supports student engagement and attendance.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Local data indicates a need to strengthen two-way engagement and academic communication with families. Only 45% of families report being provided opportunities to engage in their child's learning, and fewer than half believe their child is receiving academic support when struggling in reading (39%) and math (48%). Additionally, only 41% of families report receiving communication on how to manage absences related to health concerns. These results suggest that while general communication is occurring, it is not consistently translating into meaningful engagement or clarity around academic support and student needs.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA will improve engagement of underrepresented families by expanding accessible, targeted, and interactive opportunities for participation, because current data indicates limited perceived opportunities for engagement (45%). The LEA will provide workshops and resources focused on supporting learning at home (e.g., reading and math strategies), increase two-way communication structures (such as small group meetings, feedback sessions, and multilingual outreach), and ensure communication includes clear guidance on academic support and attendance-related needs. These actions increase engagement because they move beyond general communication to provide families with specific tools, opportunities for input, and culturally and linguistically responsive access points. Progress will be monitored through increases in family survey responses related to engagement opportunities and perceptions of academic support.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on educational partner input and local data, the LEA demonstrates strengths in instructional alignment, academic support systems, and staff collaboration that contribute to student outcomes. A high percentage of staff report that District benchmarks are aligned to standards (95%) and that students are making progress in both math (90%) and ELA (95%), indicating coherence between curriculum, assessment, and instruction. Additionally, 84% of teachers report effective collaboration in delivering small group instruction, and 84% report progress toward IEP goals, demonstrating coordinated efforts among staff to support diverse learners. Communication with families is

also a strength, with 95% of staff reporting communication about student behavior and attendance, which supports shared responsibility for student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Local data indicates a need to strengthen consistency and depth of instructional support systems and schoolwide conditions that impact student outcomes. While 58% of staff report RtI and PBIS as effective, this indicates that a significant portion of staff do not yet experience these systems as consistently implemented. Additionally, only 53% of respondents report that the campus is clean, and only 37% of students perceive the campus as well maintained, suggesting that environmental conditions may impact student engagement and sense of belonging. Teacher data also indicates variability in access to coaching support (42% co-teaching; 32% planning support), which may limit consistent instructional improvement across classrooms.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA will improve engagement of underrepresented families by expanding targeted communication and capacity-building opportunities connected to student learning, because current data shows strong general communication but does not indicate consistent family understanding of academic supports or instructional strategies. The LEA will provide workshops focused on supporting reading, writing, and math at home—areas identified by students as needing additional support—and offer multilingual and flexible engagement opportunities. These actions increase engagement because they provide families with specific tools and knowledge to support student learning and create opportunities for two-way interaction. Progress will be measured through increased participation rates and improved family feedback on their ability to support student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA demonstrates strengths in gathering input from multiple stakeholder groups and incorporating feedback into instructional and support practices. Teacher feedback reflects high levels of participation in professional learning and collaboration, with 84% reporting effective collaboration in instructional delivery and 95% indicating that trainings are helpful. Student feedback also shows that 96% understand how to improve their schoolwork and 75% report receiving feedback on progress, indicating that student voice is informing instructional practices. Additionally, mentor and new teacher feedback indicates active engagement in feedback loops to improve induction and instructional support systems.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Local data indicates a need to improve the breadth and inclusivity of input, particularly from students and underrepresented groups, and to strengthen how input translates into visible changes. For example, only 58% of students report positive recognition systems, and only 37% believe the campus is clean, suggesting that student input on school climate and environment may not yet be fully reflected in decision-making. Additionally, new teachers identified specific needs (e.g., differentiation, supporting diverse learners), indicating that input is being gathered but may not yet be consistently translated into targeted professional learning and system improvements.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA will improve engagement of underrepresented families by implementing structured, accessible opportunities for input that are responsive to identified needs, because current data indicates variability in how feedback is translated into action and limited evidence of broad participation from all groups. The LEA will expand the use of surveys, focus groups, and advisory meetings with targeted outreach to families of English learners, students with disabilities, and other underrepresented groups. Communication will be provided in multiple languages and formats to reduce access barriers. These actions improve engagement because they create intentional opportunities for diverse voices to inform decisions and ensure feedback is connected to specific changes. Progress will be measured through increased participation rates and improved survey responses related to feeling heard and included in decision-making.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Local climate data from the 2025 California Healthy Kids Survey (CHKS), Dashboard, and local KiDS data show improvements in behavior and attendance, but concerns with student connectedness and safety, especially at the middle school level.

Student Perception (CHKS):
Grade 5 students report higher connectedness (60%) and safety (69%), while Grade 7 results are significantly lower (31% connectedness; 25% safety), indicating a decline in school climate for older students.

Behavior and Engagement (Dashboard & Local Data):
Chronic absenteeism decreased for all students (22.9%, down 5.9 points) and across student groups, with continued improvement in 2025-2026 local data (18.56%–20.6%). Suspension rates also declined (1.4% overall), with further reductions in 2026 (0.66%), though higher rates persist for students with disabilities and foster youth.

Summary:
Overall, data shows improved attendance and behavior, but ongoing disparities for specific student groups and lower perceptions of safety and connectedness in middle school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of local climate data indicates overall improvement in student behavior and engagement, alongside persistent disparities and concerns related to school connectedness and safety, particularly for specific student groups and grade levels.

A key strength is the reduction in chronic absenteeism and suspension rates across all student groups. Chronic absenteeism decreased for all students and for English learners, socioeconomically disadvantaged students, students with disabilities, and foster youth, with the most significant improvement seen among foster youth. Suspension rates also declined across all groups, with continued improvement reflected in local 2025-2026 data. These trends indicate that schoolwide systems and supports are contributing to improved student engagement and behavior.

However, disparities remain. Students with disabilities and foster youth continue to experience higher rates of absenteeism and suspension compared to their peers, indicating a need for more targeted and differentiated supports to address barriers to engagement and consistent attendance.

Student perception data highlights an additional area of need. While Grade 5 students report moderate levels of school connectedness and safety, Grade 7 students report significantly lower levels of connectedness (31%) and safety (25%), suggesting that school climate and sense of belonging decline at the middle school level. This indicates a need to strengthen relationship-building, student engagement, and school climate systems for older students.

Overall, the data suggests that while behavioral and attendance systems are improving outcomes, the LEA must focus on:

Reducing disparities for students with disabilities and foster youth
Strengthening school connectedness and safety, particularly in middle school
Ensuring that improvements in behavior and attendance are paired with positive student perceptions of school climate

These identified needs will guide the development of targeted actions to improve equitable student experiences and outcomes.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the identified needs, the LEA will focus on strengthening school connectedness, reducing disparities, and improving student perceptions of safety, particularly for middle school students, students with disabilities, and foster youth.

To address lower levels of connectedness and safety at the middle school level, the LEA will implement structured relationship-building practices, including advisory or mentorship opportunities, increased opportunities for student voice, and consistent positive behavior recognition systems. These actions are designed to improve connectedness because they provide students with regular opportunities to build meaningful relationships with staff and feel recognized within the school community.

To reduce disparities in absenteeism and suspension for students with disabilities and foster youth, the LEA will expand targeted supports, including individualized attendance interventions, increased collaboration with support staff and families, and implementation of restorative practices. These actions improve outcomes because they address barriers to attendance and behavior through proactive and supportive approaches rather than exclusionary discipline.

The LEA will also strengthen school climate systems, including PBIS implementation and campus supervision and cleanliness efforts, because consistent expectations and safe, well-maintained environments contribute to students' sense of safety and belonging.

Progress will be measured through continued reductions in chronic absenteeism and suspension rates across student groups, as well as improved student survey results related to connectedness and safety, particularly at the middle school level.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The LEA uses multiple local measures to monitor access to a broad course of study, including master schedules, student information system (SIS) enrollment reports, course enrollment data, and IEP service and placement records. These tools allow the LEA to review access by grade span (elementary and middle school), student groups (English learners, socioeconomically disadvantaged students, foster youth), and students with exceptional needs. Additional measures include participation in intervention and enrichment programs, extracurricular offerings, and access to electives and expanded learning opportunities. Site and district teams review these data annually to ensure alignment with graduation requirements, grade-level standards, and equitable access to core and supplemental programs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Local data indicates that all students have access to a broad course of study, including core academic subjects and supplemental supports. Master schedule reviews confirm that students, including students with disabilities, are

enrolled in required courses aligned to grade-level standards. Students also have access to interventions, enrichment opportunities, and extracurricular activities.

However, some differences exist. Students with disabilities and English learners may have more structured schedules due to required services or language supports, which can limit flexibility in accessing electives or enrichment opportunities. Additionally, variation across sites may occur in the availability of extracurricular activities and extended learning opportunities. Overall, access is consistent for core instruction, with ongoing efforts to expand equitable participation in enrichment and elective options.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Barriers to full access include scheduling constraints related to required services, particularly for students with disabilities and English learners, which can limit opportunities for electives or enrichment. Staffing and resource limitations may also impact the range of courses or extracurricular programs offered at different sites. Additionally, time within the school day and competing instructional priorities can reduce flexibility in expanding access. For some student groups, transportation, awareness of opportunities, and competing responsibilities may also limit participation in programs beyond the core instructional day.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response, the LEA will refine master scheduling processes to increase flexibility and ensure students can access both required services and enrichment opportunities. The LEA will expand intervention and enrichment models within the school day, because embedding these opportunities reduces scheduling conflicts and increases equitable access. Additional actions include increasing extracurricular and expanded learning opportunities, improving communication to families about available programs, and monitoring participation by student group. The LEA will also strengthen collaboration between general education, special education, and EL staff to design schedules that maintain access to grade-level curriculum while providing necessary supports. Progress will be monitored through enrollment data and participation rates across student groups.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside School 2026-2027	15635526009666	June 4, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lakeside School 2026-2027 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lakeside School 2026-2027 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Lakeside School's actions/services are determined by needs assessments and data analysis targeted at low performance needs. Our stakeholders include parents, students, community members, and staff members who review data and help develop actions/services to address those needs. Our School Site Council Teams & our English Learner Advisory Committee, in addition to our District English Learner Advisory Committee provide valuable input for our underserved student groups.

Once a need is identified, qualifying funding is assigned to support our LCAP's actions/services. Federal funding is placed alongside state funding to enhance various actions/services using our LCAP and our Consolidated Application. Our district will leverage federal funds by coordinating grant spending to support LCAP actions/services that drive performance and improve outcomes for all students, especially our underserved student groups. Following is a framework for coordinated spending, with actions/services funded by state and local funds, aligned with federal funded programs.

Step 1 – Assess Needs & Identify Priorities

- Identify barriers to increase student achievement, and implement actions/services to address those specific student needs.
- Prioritize needs
- Identify and include all stakeholders who should be involved in the decision-making process (academic staff, teachers, parents, etc.)

Step 2 – Identify Components and Costs of LCAP Actions/Services
Utilize federal dollars to enhance actions/services.

Step 3 – Identify Federal Grant.
Determine which federal dollars can enhance LCAP actions/services. Federal requirements will be reviewed when determining if a specific federal grant can support a specific cost.

Step 4 – Determine if Costs are Necessary & Reasonable
Any cost charged to federal programs must be necessary for the performance or administration of the program. The cost must also be reasonable in light of the amount of money being spent and the needs of our students.

Step 5 – Verify Consistency with LCAP
Our School Site Council and District will review our SPSA, LCAP and LCAP Addendum to ensure alignment and to identify any areas where duplication may exist.

How we will address Pupil Learning Loss in English language arts, mathematics, and English Language Development

- The first step will be to prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Second, plan our approach to diagnosing student's unfinished learning in that subject area and grade level.
- Third, modify the scope and sequence, and pacing guides for each subject area and grade level to reflect where teachers might need to provide acceleration support.
- Fourth, provide professional learning for leaders and teachers to diagnose students' unfinished learning and provide acceleration support.
- Fifth, monitor student progress on grade appropriate assignments, and adjust supports for teachers based on student results.

Consistent with California Education Code 64001, this plan meets the requirements of ESSA and is aligned with the LCAP. This plan meets both state and federal requirements, aligns state and federal resources, and helps minimize duplication of effort at the local level. This plan was developed using the most recent data available. This plan describes strategies the school will do to improve student outcomes. Strategies include:

- Continue to develop a multi-tiered system of supports for all students; specifically for high needs students.

- Provide counseling services for students with emotional and behavioral needs.
- Continue the implementation of Positive Behavioral Interventions and Supports.
- Provide professional development for teachers, focusing on evidenced-based instructional strategies that enhance student engagement.
- Continue to implement a robust student assessment system to improve student achievement in English Language Arts and math. Teachers will regularly collect and analyze common formative and summative assessment data, and use the data to establish instructional priorities, inform classroom instruction, and monitor student progress and achievement.
- Proceed with the Continuous Improvement Process to cultivate collaborative cultures, produce strong groups and individuals, develop internal accountability, and be responsible within our system.

Educational Partner Involvement

How, when, and with whom did Lakeside School 2026-2027 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Ste Council and advisory groups (English Language Advisory Committee, Special Education, Leadership) served to guide the development, review and implementation of the SPSA. The SSC worked to seek and gather input from all stakeholders prior to sending the plan out for public comment. All stakeholders representatives were solicited and invited to the SSC meetings.

Opportunities for input included, but was not limited to: surveys, community/parent meetings, School Site Council meetings, District English Language Advisory Committee meetings, student body government. Meeting notices were sent through District email and website updates.

An overview of the LCAP, the CA School Dashboard, and CAASPP results of school student group data is presented at SSC meetings. Input was gathered on what's working well and what needs to be targeted for improvement. Comments and feedback were recorded and summarized into this document.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

While we have implemented a schoolwide social-emotional learning (SEL) curriculum to support student well-being and address identified needs, we continue to struggle with student attendance. Chronic absenteeism remains a barrier to consistent engagement with the SEL program and overall academic success. Despite our efforts, many students are missing valuable instructional and support time, highlighting the need for continued focus on improving attendance and ensuring equitable access to these critical services.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the 2025 California School Dashboard, Lakeside School did not have any state indicators with overall performance in the Red or Orange performance categories. All state indicators were reported above these performance levels; therefore, no state indicator met the criteria of having overall performance in the Red or Orange category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the 2025 California School Dashboard, no student group at Lakeside School performed two or more performance levels below the "All Students" group on any state indicator. Therefore, no student group met the criteria for performance that was two or more performance levels below the overall school performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to California School Dashboard data, Lakeside School reviews locally collected data to identify areas of need and guide improvement efforts. Based on local attendance data, chronic absenteeism continues to be an area of concern. While the school has seen improvement in attendance rates and a reduction in chronic absenteeism, the percentage of students who are chronically absent remains higher than desired. As a result, improving student attendance and reducing chronic absenteeism will continue to be a focus area to support student engagement, learning, and overall academic success.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeside School 2026-2027. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.8%	0.58%	0.11%	6	5	1
African American	4.54%	4.86%	4.15%	34	42	37
Asian	5.47%	6.83%	7.06%	41	59	63
Filipino	1.2%	1.16%	1.12%	9	10	10
Hispanic/Latino	64.62%	68.29%	70.74%	484	590	631
Pacific Islander	0.13%	0.12%	%	1	1	
White	15.62%	11.23%	8.41%	117	97	75
Two or More Races	3.07%	2.20%	2.91%	23	19	26
Not Reported	4.54%	4.75%	5.49%	34		49
			Total Enrollment	749	864	892

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			26
Kindergarten	43	57	48
Grade 1	28	38	53
Grade 2	26	52	45
Grade3	53	52	54
Grade 4	39	68	56
Grade 5	45	66	68
Grade 6	178	170	169
Grade 7	154	185	186
Grade 8	183	155	175
Total Enrollment	749	864	880

Conclusions based on this data:

1. Enrollment data shows a consistent upward trend over the past several years, indicating continued growth in the student population. This increase suggests that the school should continue to monitor staffing, facilities, and available resources to ensure it can effectively support the needs of all students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	81	128	141	10.8%	14.8%	15.8%
Fluent English Proficient (FEP)	151	145	143	20.2%	16.8%	16.0%
Reclassified Fluent English Proficient (RFEP)	117	104	104	15.9%	12.0%	11.7%

Conclusions based on this data:

1. The number and percentage of English Learners have steadily increased over the three-year period, indicating a growing population of students who require English language development support. This trend highlights the importance of continuing to provide targeted instructional services and resources to meet the needs of English Learners.
2. The number and percentage of Fluent English Proficient students have remained relatively stable with a slight decline over time. This suggests that while many students continue to enter school already proficient in English, the overall proportion of FEP students is decreasing as the English Learner population grows.
3. The number of Reclassified Fluent English Proficient students has remained relatively consistent, while the percentage has gradually declined. This trend may reflect overall enrollment growth and the increasing number of English Learners, emphasizing the need to continue supporting English Learners toward successful reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50	50	55	47	50	53	47	50	53	94.0	100	96.4
Grade 4	38	67	56	38	63	56	38	63	56	100.0	94	100
Grade 5	47	67	68	46	67	66	46	67	66	97.9	100	97.1
Grade 6	184	178	171	183	174	169	183	174	169	99.5	97.8	98.8
Grade 7	155	186	188	150	183	181	150	183	181	96.8	98.4	96.3
Grade 8	184	151	176	182	148	175	182	148	175	98.9	98	99.4
All Grades	658	699	714	646	685	700	646	685	700	98.2	98	98

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2366.	2344.	2385.	6.38	6.00	13.21	10.64	20.00	15.09	31.91	14.00	26.42	51.06	60.00	45.28
Grade 4	2423.	2410.	2415.	13.16	4.76	8.93	21.05	19.05	21.43	15.79	30.16	19.64	50.00	46.03	50.00
Grade 5	2440.	2450.	2454.	4.35	5.97	10.61	15.22	31.34	22.73	28.26	14.93	21.21	52.17	47.76	45.45
Grade 6	2525.	2476.	2490.	21.31	10.34	8.28	30.60	17.82	25.44	22.40	28.16	31.95	25.68	43.68	34.32
Grade 7	2509.	2534.	2515.	10.00	10.93	11.05	24.67	36.61	25.97	26.67	23.50	23.76	38.67	28.96	39.23
Grade 8	2535.	2574.	2602.	8.24	18.92	31.43	31.87	35.14	32.57	32.42	29.73	21.71	27.47	16.22	14.29
All Grades	N/A	N/A	N/A	12.23	11.09	15.43	26.47	28.18	26.00	26.93	25.11	24.86	34.37	35.62	33.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.38	8.00	7.55	63.83	48.00	66.04	29.79	44.00	26.42
Grade 4	7.89	7.94	7.14	65.79	65.08	66.07	26.32	26.98	26.79
Grade 5	8.70	7.46	6.06	63.04	59.70	63.64	28.26	32.84	30.30
Grade 6	13.66	8.05	11.31	55.74	50.57	54.17	30.60	41.38	34.52
Grade 7	8.00	14.21	11.60	61.33	61.75	54.14	30.67	24.04	34.25
Grade 8	15.47	16.89	22.29	55.25	64.19	58.86	29.28	18.92	18.86
All Grades	11.63	11.53	13.02	58.60	58.54	58.08	29.77	29.93	28.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.38	4.00	0.00	48.94	36.00	54.72	44.68	60.00	45.28
Grade 4	5.26	3.17	5.36	52.63	49.21	51.79	42.11	47.62	42.86
Grade 5	2.17	5.97	9.09	56.52	43.28	62.12	41.30	50.75	28.79
Grade 6	27.47	10.92	8.93	47.25	43.68	56.55	25.27	45.40	34.52
Grade 7	12.00	24.04	18.23	52.67	49.18	46.41	35.33	26.78	35.36
Grade 8	10.44	27.03	40.57	59.89	52.03	45.71	29.67	20.95	13.71
All Grades	14.42	16.20	18.31	53.18	46.86	51.22	32.40	36.93	30.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.13	4.00	13.21	82.98	66.00	69.81	14.89	30.00	16.98
Grade 4	5.26	0.00	1.79	71.05	74.60	75.00	23.68	25.40	23.21
Grade 5	6.52	7.46	0.00	76.09	67.16	80.30	17.39	25.37	19.70
Grade 6	13.66	8.05	11.31	71.58	70.69	65.48	14.75	21.26	23.21
Grade 7	10.00	9.29	11.05	71.33	75.96	67.40	18.67	14.75	21.55
Grade 8	9.39	14.86	13.71	72.93	75.68	74.29	17.68	9.46	12.00
All Grades	9.77	8.76	10.16	73.02	72.85	70.67	17.21	18.39	19.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.38	6.00	13.21	61.70	52.00	56.60	31.91	42.00	30.19
Grade 4	7.89	4.76	3.57	73.68	68.25	69.64	18.42	26.98	26.79
Grade 5	0.00	7.46	7.58	71.74	67.16	65.15	28.26	25.37	27.27
Grade 6	16.94	8.62	7.69	66.12	56.90	69.23	16.94	34.48	23.08
Grade 7	11.33	12.02	8.84	64.67	64.48	64.64	24.00	23.50	26.52
Grade 8	9.39	22.30	30.86	74.59	65.54	59.43	16.02	12.16	9.71
All Grades	11.01	11.82	13.86	68.68	62.48	64.29	20.31	25.69	21.86

Conclusions based on this data:

1. Overall ELA achievement has remained stable with modest improvement. The percentage of students meeting or exceeding standards increased in 2024–25 compared to prior years, while the percentage of students not meeting standards decreased slightly. This suggests that instructional supports are having a positive impact, though a significant portion of students continue to require additional academic intervention.
2. Eighth-grade students demonstrated strong growth in English Language Arts. Across multiple performance areas, including overall achievement, writing, reading, and research/inquiry, Grade 8 students showed notable increases in the percentage of students performing above standard. These results indicate effective instructional practices and provide an opportunity to identify strategies that may be replicated across other grade levels.
3. Writing remains an area for continued focus across grade levels. While some grades demonstrated improvement, a substantial percentage of students continue to perform below standard in writing. Strengthening writing instruction, providing regular opportunities for extended writing, and utilizing targeted interventions should remain priorities to support student achievement in English Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50	50	54	47	50	51	47	50	51	94.0	100	94.4
Grade 4	38	67	56	38	63	56	38	63	56	100.0	94	100
Grade 5	47	67	68	46	66	66	46	66	66	97.9	98.5	97.1
Grade 6	184	178	170	182	174	168	182	174	168	98.9	97.8	98.8
Grade 7	156	186	188	150	183	180	150	183	180	96.2	98.4	95.7
Grade 8	184	151	176	181	148	171	181	148	171	98.4	98	97.2
All Grades	659	699	712	644	684	692	644	684	692	97.7	97.9	97.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2385.	2360.	2410.	8.51	4.00	13.73	14.89	16.00	29.41	27.66	22.00	21.57	48.94	58.00	35.29
Grade 4	2429.	2414.	2416.	2.63	0.00	1.79	23.68	19.05	12.50	31.58	38.10	51.79	42.11	42.86	33.93
Grade 5	2430.	2422.	2425.	6.52	1.52	6.06	4.35	6.06	10.61	21.74	30.30	24.24	67.39	62.12	59.09
Grade 6	2453.	2422.	2451.	2.20	4.60	3.57	9.34	5.17	10.71	33.52	20.11	30.95	54.95	70.11	54.76
Grade 7	2440.	2473.	2440.	2.00	3.83	3.89	8.00	9.29	6.11	14.67	37.70	20.00	75.33	49.18	70.00
Grade 8	2475.	2493.	2500.	3.31	4.73	4.68	8.84	12.16	13.45	28.73	25.00	35.09	59.12	58.11	46.78
All Grades	N/A	N/A	N/A	3.26	3.65	4.77	9.78	9.94	11.71	26.40	28.65	29.48	60.56	57.75	54.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	6.00	17.65	42.55	46.00	49.02	48.94	48.00	33.33
Grade 4	7.89	3.17	7.14	34.21	50.79	46.43	57.89	46.03	46.43
Grade 5	2.17	1.52	6.06	36.96	28.79	33.33	60.87	69.70	60.61
Grade 6	3.30	4.60	2.38	40.11	25.86	37.50	56.59	69.54	60.12
Grade 7	2.67	3.83	3.89	29.33	44.26	27.22	68.00	51.91	68.89
Grade 8	4.97	5.41	4.09	44.20	47.97	54.39	50.83	46.62	41.52
All Grades	4.19	4.24	5.06	38.35	39.62	40.17	57.45	56.14	54.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	10.00	21.57	48.94	42.00	52.94	42.55	48.00	25.49
Grade 4	7.89	0.00	3.57	50.00	57.14	42.86	42.11	42.86	53.57
Grade 5	4.35	1.52	6.06	47.83	40.91	43.94	47.83	57.58	50.00
Grade 6	3.85	0.57	4.17	47.25	32.18	46.43	48.90	67.24	49.40
Grade 7	2.00	3.28	3.33	41.33	50.82	39.44	56.67	45.90	57.22
Grade 8	5.52	4.73	5.26	51.38	60.14	61.40	43.09	35.14	33.33
All Grades	4.50	2.92	5.64	47.36	47.08	48.27	48.14	50.00	46.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	4.00	7.84	57.45	48.00	52.94	34.04	48.00	39.22
Grade 4	7.89	4.76	7.14	65.79	53.97	53.57	26.32	41.27	39.29
Grade 5	2.17	3.03	4.55	56.52	54.55	50.00	41.30	42.42	45.45
Grade 6	1.65	5.17	3.57	59.34	47.70	60.12	39.01	47.13	36.31
Grade 7	2.00	4.37	3.33	55.33	60.11	55.00	42.67	35.52	41.67
Grade 8	3.87	4.73	4.09	54.14	65.54	70.76	41.99	29.73	25.15
All Grades	3.26	4.53	4.34	56.99	56.14	59.39	39.75	39.33	36.27

Conclusions based on this data:

1. Mathematics achievement has shown gradual improvement, but overall performance remains an area of need. The percentage of students meeting or exceeding standards increased over the three-year period, while the percentage of students not meeting standards decreased. Although this reflects positive growth, more than half of students continue to perform below standard, indicating a continued need for targeted mathematics intervention and support.
2. Grade 8 demonstrated the strongest and most consistent growth in mathematics performance. Grade 8 students showed increases in overall achievement and improvements across multiple claim areas, including Problem Solving and Modeling/Data Analysis and Communicating Reasoning. These results suggest effective instructional practices that may provide valuable strategies for implementation across other grade levels.

3. Strengthening mathematical reasoning and problem-solving skills should remain a priority. While some growth is evident across the claims, a significant percentage of students continue to perform below standard in Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning. Continued focus on rigorous instruction, mathematical discourse, and real-world application of mathematical concepts will be important to improve student outcomes.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1425.9	1403.6	1408.5	1426.7	1408.6	1419.2	1423.7	1392.4	1383.0	15	17	13
1	*	1409.1	*	*	1446.3	*	*	1371.5	*	*	14	9
2	*	*	1498.6	*	*	1499.2	*	*	1497.4	4	10	13
3	1485.1	*	*	1501.5	*	*	1468.2	*	*	11	8	4
4	*	1518.6	*	*	1540.3	*	*	1496.1	*	6	15	10
5	*	*	1532.1	*	*	1537.3	*	*	1526.4	10	10	16
6	1528.6	1516.6	1511.7	1529.8	1517.0	1516.8	1526.8	1516.0	1506.2	18	24	21
7	*	1523.2	1526.3	*	1517.1	1529.3	*	1528.7	1522.7	8	18	24
8	1548.2	*	1569.6	1552.3	*	1563.7	1543.7	*	1575.0	14	8	14
All Grades										89	124	124

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	11.76	7.69	26.67	23.53	38.46	26.67	41.18	38.46	20.00	23.53	15.38	15	17	13
1	*	0.00	*	*	23.08	*	*	53.85	*	*	23.08	*	*	13	*
2	*	*	30.77	*	*	46.15	*	*	15.38	*	*	7.69	*	*	13
3	9.09	*	*	36.36	*	*	54.55	*	*	0.00	*	*	11	*	*
4	*	13.33	*	*	40.00	*	*	40.00	*	*	6.67	*	*	15	*
5	*	*	18.75	*	*	62.50	*	*	18.75	*	*	0.00	*	*	16
6	22.22	12.50	14.29	44.44	33.33	42.86	22.22	45.83	23.81	11.11	8.33	19.05	18	24	21
7	*	5.56	20.83	*	50.00	37.50	*	27.78	25.00	*	16.67	16.67	*	18	24
8	28.57	*	42.86	28.57	*	28.57	35.71	*	21.43	7.14	*	7.14	14	*	14
All Grades	24.72	8.94	19.35	33.71	30.89	37.90	29.21	37.40	26.61	12.36	22.76	16.13	89	123	124

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	17.65	7.69	33.33	29.41	46.15	26.67	23.53	30.77	13.33	29.41	15.38	15	17	13
1	*	30.77	*	*	38.46	*	*	23.08	*	*	7.69	*	*	13	*
2	*	*	46.15	*	*	38.46	*	*	7.69	*	*	7.69	*	*	13
3	45.45	*	*	54.55	*	*	0.00	*	*	0.00	*	*	11	*	*
4	*	46.67	*	*	40.00	*	*	13.33	*	*	0.00	*	*	15	*
5	*	*	68.75	*	*	31.25	*	*	0.00	*	*	0.00	*	*	16
6	50.00	29.17	38.10	33.33	41.67	28.57	5.56	20.83	14.29	11.11	8.33	19.05	18	24	21
7	*	33.33	50.00	*	27.78	16.67	*	27.78	16.67	*	11.11	16.67	*	18	24
8	42.86	*	50.00	28.57	*	28.57	21.43	*	14.29	7.14	*	7.14	14	*	14
All Grades	44.94	29.27	39.52	31.46	30.08	30.65	13.48	23.58	15.32	10.11	17.07	14.52	89	123	124

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	11.76	0.00	*	35.29	23.08	*	35.29	53.85	*	17.65	23.08	*	17	13
1	*	0.00	*	*	7.69	*	*	23.08	*	*	69.23	*	*	13	*
2		*	15.38		*	38.46		*	38.46		*	7.69		*	13
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	6.67	*	*	6.67	*	*	46.67	*	*	40.00	*	*	15	*
5	*	*	0.00	*	*	25.00	*	*	68.75	*	*	6.25	*	*	16
6	5.56	0.00	0.00	27.78	8.33	19.05	44.44	66.67	38.10	22.22	25.00	42.86	18	24	21
7	*	5.56	0.00	*	22.22	20.83	*	44.44	50.00	*	27.78	29.17	*	18	24
8	14.29	*	21.43	28.57	*	42.86	35.71	*	28.57	21.43	*	7.14	14	*	14
All Grades	8.99	3.25	4.03	23.60	17.89	25.81	33.71	38.21	41.94	33.71	40.65	28.23	89	123	124

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	0.00	15.38	60.00	94.12	76.92	13.33	5.88	7.69	15	17	13
1	*	46.15	*	*	38.46	*	*	15.38	*	*	13	*
2	*	*	46.15	*	*	46.15	*	*	7.69	*	*	13
3	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
4	*	33.33	*	*	66.67	*	*	0.00	*	*	15	*
5	*	*	6.25	*	*	93.75	*	*	0.00	*	*	16
6	11.11	16.67	14.29	83.33	50.00	52.38	5.56	33.33	33.33	18	24	21
7	*	5.56	12.50	*	72.22	70.83	*	22.22	16.67	*	18	24
8	14.29	*	28.57	64.29	*	64.29	21.43	*	7.14	14	*	14
All Grades	22.47	13.82	20.16	61.80	63.41	65.32	15.73	22.76	14.52	89	123	124

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	35.29	15.38	53.33	35.29	53.85	20.00	29.41	30.77	15	17	13
1	*	23.08	*	*	69.23	*	*	7.69	*	*	13	*
2	*	*	30.77	*	*	61.54	*	*	7.69	*	*	13
3	72.73	*	*	27.27	*	*	0.00	*	*	11	*	*
4	*	66.67	*	*	33.33	*	*	0.00	*	*	15	*
5	*	*	87.50	*	*	12.50	*	*	0.00	*	*	16
6	72.22	58.33	61.90	16.67	33.33	23.81	11.11	8.33	14.29	18	24	21
7	*	61.11	66.67	*	27.78	16.67	*	11.11	16.67	*	18	24
8	78.57	*	64.29	14.29	*	21.43	7.14	*	14.29	14	*	14
All Grades	62.92	47.15	50.81	25.84	35.77	30.65	11.24	17.07	18.55	89	123	124

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	5.88	0.00	60.00	76.47	76.92	20.00	17.65	23.08	15	17	13
1	*	0.00	*	*	23.08	*	*	76.92	*	*	13	*
2	*	*	15.38	*	*	76.92	*	*	7.69	*	*	13
3	0.00	*	*	36.36	*	*	63.64	*	*	11	*	*
4	*	6.67	*	*	46.67	*	*	46.67	*	*	15	*
5	*	*	6.25	*	*	68.75	*	*	25.00	*	*	16
6	0.00	4.17	4.76	50.00	29.17	14.29	50.00	66.67	80.95	18	24	21
7	*	0.00	4.17	*	50.00	20.83	*	50.00	75.00	*	18	24
8	14.29	*	28.57	35.71	*	57.14	50.00	*	14.29	14	*	14
All Grades	7.87	2.44	8.87	47.19	42.28	42.74	44.94	55.28	48.39	89	123	124

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	35.29	46.15	40.00	41.18	30.77	33.33	23.53	23.08	15	17	13
1	*	0.00	*	*	69.23	*	*	30.77	*	*	13	*
2	*	*	23.08	*	*	69.23	*	*	7.69	*	*	13
3	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
4	*	13.33	*	*	73.33	*	*	13.33	*	*	15	*
5	*	*	6.25	*	*	87.50	*	*	6.25	*	*	16
6	27.78	4.17	9.52	61.11	83.33	80.95	11.11	12.50	9.52	18	24	21
7	*	16.67	25.00	*	66.67	62.50	*	16.67	12.50	*	18	24
8	14.29	*	0.00	71.43	*	92.86	14.29	*	7.14	14	*	14
All Grades	16.85	12.20	15.32	61.80	59.35	68.55	21.35	28.46	16.13	89	123	124

Conclusions based on this data:

1. Overall English learner proficiency has improved and remained stable over the past three years. The percentage of students performing at ELPAC Levels 3 and 4 increased in 2024–25 compared to the previous year, while the percentage of students at Level 1 decreased. These results indicate that many English Learners are making progress toward English language proficiency.
2. Oral language skills continue to be an area of strength for English Learners. Across the listening and speaking domains, a majority of students performed in the higher proficiency levels, demonstrating strong growth in their ability to communicate and understand spoken English. Continued emphasis on academic discourse and language development will help sustain this success.
3. Reading and written language remain areas for continued focus and support. While progress is evident, a substantial percentage of students continue to perform in the lower proficiency levels in reading and written language. Strengthening literacy instruction, vocabulary development, and academic writing opportunities will be important to accelerate English Learners' progress toward full English proficiency and reclassification.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
892	**64%**	**15.8%**	**0.9%**
Total Number of Students enrolled in Lakeside School 2026-2027.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	141	15.8%
Foster Youth	8	0.9%
Homeless	10	1.1%
Socioeconomically Disadvantaged	571	64%
Students with Disabilities	108	12.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	4.1%
American Indian	1	0.1%
Asian	63	7.1%
Filipino	10	1.1%
Hispanic	631	70.7%
Two or More Races	26	2.9%
Pacific Islander	0	0.0%
White	75	8.4%

Conclusions based on this data:

1. Lakeside School serves a diverse student population with a significant percentage of students identified as socioeconomically disadvantaged. This highlights the importance of providing targeted academic, social-emotional,

and family engagement supports to ensure all students have equitable access to educational opportunities and resources.

2. The English Learner population continues to represent a meaningful portion of the student body. As a result, continued investment in English Language Development (ELD) instruction, language supports, and reclassification efforts will remain important priorities to promote academic success and language proficiency.

3. The school serves several student groups that may require additional support, including students with disabilities, foster youth, and students experiencing homelessness. While these groups represent a smaller percentage of the overall enrollment, ongoing monitoring and targeted interventions are necessary to ensure their academic, behavioral, and social-emotional needs are met.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. Lakeside School demonstrated its strongest performance in English Learner Progress, earning a Blue performance level on the California School Dashboard. This indicates that English Learners are making strong progress toward English language proficiency and reflects the effectiveness of the school's language development supports and instructional programs.

2. English Language Arts, Mathematics, and Chronic Absenteeism were identified in the Yellow performance category, indicating areas for continued growth. While these indicators do not represent the lowest levels of performance, targeted efforts to improve academic achievement and student attendance will remain important priorities for the school.

3. School climate and student behavior continue to be strengths for Lakeside School. The school earned a Green performance level in Suspension Rate, demonstrating success in maintaining a positive school environment and utilizing practices that support student behavior and engagement while minimizing the need for exclusionary discipline.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
19.2 points below standard	59.7 points below standard	87.9 points below standard
Increased 8 points	Increased 13.8 points	Increased 9.4 points
653 Students	132 Students	28 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	26.4 points below standard
5 Students	5 Students	Increased 8.7 points
		430 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
118.5 points below standard	55 points below standard	Fewer than 11 students - No Data for Privacy
Increased 7.2 points	Increased 30.2 points	0 Students
82 Students	31 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
14.6 points above standard	Fewer than 11 students - No Data for Privacy	23.7 points below standard
Increased 6.3 points	6 Students	Increased 6.7 points
43 Students		478 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
27.3 points below standard	0 Students	7.4 points above standard
Declined 28.2 points		Increased 19 points
21 Students		49 Students

Conclusions based on this data:

1. Overall English Language Arts performance improved during the 2025 reporting year. The All Students group increased by 8 points and remained in the Yellow performance category, indicating positive growth toward meeting grade-level standards. This improvement suggests that current instructional supports are helping students make academic progress in English Language Arts.
2. Several student groups demonstrated growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and White students. English Learners showed particularly strong growth, increasing by 13.8 points, while White students increased by 19 points. These gains indicate that targeted interventions and instructional supports are contributing to improved student outcomes across multiple groups.
3. Students with Disabilities remain an area of need despite demonstrating growth. Although this student group increased by 7.2 points, it remains in the Orange performance category and performs significantly below standard. Continued focus on differentiated instruction, intervention supports, and access to grade-level content will be important to accelerate achievement and reduce performance gaps.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
93.3 points below standard	127.4 points below standard	179.6 points below standard
Increased 3.1 points	Increased 4.1 points	Increased 12 points
653 Students	138 Students	28 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	98.3 points below standard
5 Students	7 Students	Increased 5 points
		429 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
173.6 points below standard	120.6 points below standard	Fewer than 11 students - No Data for Privacy
Maintained -2.6 points	Increased 28.2 points	0 Students
82 Students	31 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Red
56.6 points below standard	Fewer than 11 students - No Data for Privacy	98.8 points below standard
Increased 9.2 points	6 Students	Maintained 2.5 points
44 Students		477 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
76.4 points below standard	0 Students	75.9 points below standard
Maintained 0.1 points		Declined 6 points
20 Students		49 Students

Conclusions based on this data:

1. Mathematics achievement showed modest improvement for the All Students group. Overall performance increased by 3.1 points and remained in the Yellow performance category. While this growth is encouraging, students continue to perform below standard, indicating that mathematics achievement should remain a key area of focus within the school's improvement efforts.
2. Several student groups demonstrated growth in mathematics performance. English Learners, Socioeconomically Disadvantaged students, Asian students, and African American students all increased their distance from standard in a positive direction. These gains suggest that current instructional supports and interventions are helping students make progress in mathematics.
3. Students with Disabilities and other historically underserved student groups continue to require targeted support. Students with Disabilities remained in the Red performance category, while English Learners and Socioeconomically Disadvantaged students remained in the Orange category. Continued emphasis on intervention, differentiated instruction, and access to rigorous mathematics instruction will be essential to improving outcomes and reducing achievement gaps among these student groups.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
54.1 science points	44.5 science points	43.2 science points
Increased 4.8 points	Increased 8.1 points	11 Students
231 Students	51 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.2 science points
1 Student	1 Student	Increased 3.8 points
		144 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
32.1 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 5 points	9 Students	0 Students
27 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
60.2 science points	Fewer than 11 students - No Data for Privacy	52.4 science points
Maintained 0.2 points	2 Students	Increased 4.8 points
20 Students		171 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	60.3 science points
4 Students		Increased 6 points
		18 Students

Conclusions based on this data:

1. Science is an area of strength for Lakeside School. The All Students group earned a Green performance level and increased by 4.8 points, demonstrating continued growth in student achievement in science. This suggests that instructional practices and science learning opportunities are supporting student success.
2. Multiple student groups demonstrated positive growth in science performance. English Learners, Socioeconomically Disadvantaged students, Hispanic students, and White students all showed increases in performance compared to the previous year. English Learners demonstrated particularly strong growth, increasing by 8.1 points, indicating that science instruction is supporting access and achievement for diverse learners.
3. While overall science performance is strong, continued attention should be given to ensuring equitable outcomes for all student groups. Students with Disabilities showed a decline in performance, and several student groups did not receive a performance color due to small population sizes. Ongoing monitoring and targeted supports will help ensure all students have access to high-quality science instruction and opportunities for success.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Blue	No Performance Color
62.1 making progress.	80 making progress.
Number Students: 95 Students	Number Students: 25 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.5%	28.4%	1.1%	61.1%

Conclusions based on this data:

1. English Learner Progress is a significant strength for Lakeside School. The school earned a Blue performance level on the English Learner Progress Indicator, with over 62% of English Learners making progress toward English language proficiency. This reflects the effectiveness of the school's English Language Development program and targeted supports for multilingual learners.
2. The majority of English Learners are demonstrating growth in language acquisition. More than 60% of English Learners progressed at least one ELPI level, indicating that most students are steadily developing the language skills necessary for academic success and reclassification.
3. Continued focus on students who are not yet making adequate progress will be important. While overall results are strong, a portion of students maintained lower proficiency levels or declined by at least one ELPI level. Providing targeted interventions, differentiated language supports, and monitoring of student progress will help ensure that all English Learners continue moving toward English proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	4	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Orange
23.5% Chronically Absent	24.8% Chronically Absent	40% Chronically Absent
Declined 6.1	Declined 11.5	Declined 13.3
942 Students	161 Students	35 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	25% Chronically Absent
10 Students	10 Students	Declined 5.4
		632 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
28.7% Chronically Absent	25.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 15.2	Declined 12.2	1 Student
129 Students	43 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
12.5% Chronically Absent	9.1% Chronically Absent	24.2% Chronically Absent
Declined 3.4	Maintained 0	Declined 4.4
72 Students	11 Students	662 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
30% Chronically Absent	0 Students	22.9% Chronically Absent
Declined 14.7		Declined 5.3
70 Students		83 Students

Conclusions based on this data:

1. Chronic absenteeism remains an area of concern for Lakeside School despite significant improvement. The All Students group reduced chronic absenteeism by 6.1 percentage points, demonstrating meaningful progress. However, with nearly one-quarter of students identified as chronically absent, improving attendance continues to be a critical focus for supporting student achievement and engagement.
2. Most student groups showed substantial reductions in chronic absenteeism. English Learners, Long-Term English Learners, Students with Disabilities, African American students, Two or More Races students, and White students all experienced notable decreases in chronic absenteeism rates. These improvements suggest that attendance interventions and outreach efforts are having a positive impact across multiple student groups.
3. Targeted attendance supports remain necessary for student groups with the highest rates of chronic absenteeism. Long-Term English Learners, Students with Disabilities, and students identified in Orange performance categories continue to experience elevated rates of chronic absenteeism. Continued collaboration with families, early intervention strategies, and attendance monitoring will be important to further reduce absenteeism and improve student outcomes.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	4	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	 Blue
1.9% suspended at least one day	0.6% suspended at least one day	0% suspended at least one day
Declined 6.7%	Declined 9.6%	Declined 26.5%
975 Students	167 Students	36 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
25% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.3% suspended at least one day
Declined 5.8%	10 Students	Declined 7.3%
12 Students		653 Students

Students with Disabilities	African American	American Indian
 Yellow	 Yellow	 No Performance Color
5.3% suspended at least one day	4.4% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 5.4%	Declined 15.1%	2 Students
132 Students	45 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	0% suspended at least one day	2.2% suspended at least one day
Maintained 0%	Maintained 0%	Declined 7.5%
76 Students	12 Students	682 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Green
1.4% suspended at least one day	0 Students	1.2% suspended at least one day
Declined 6.9%		Declined 3.7%
73 Students		85 Students

Conclusions based on this data:

1. Suspension rates are a significant strength for Lakeside School. The All Students group earned a Green performance level, with only 1.9% of students suspended at least one day. Additionally, the suspension rate declined by 6.7 percentage points, demonstrating continued improvement in school climate and student behavior outcomes.
2. Most student groups experienced decreases in suspension rates and achieved positive performance levels. English Learners, Long-Term English Learners, Asian students, Hispanic students, White students, and students identified as Two or More Races all maintained low suspension rates, with several groups earning Blue or Green performance levels. These results reflect the effectiveness of proactive behavior supports and positive school climate initiatives.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.
All strategies for Goal 1 are directed toward increasing student academic achievement through targeted instructional support, access to technology and learning resources, and professional development for educators. The desired result is to create equitable and supportive learning environments where all students—including English Learners, Long Term English Learners, students with disabilities, and students across all grade levels—have the tools, interventions, and high-quality instruction necessary to meet or exceed grade-level standards. While Goal 1 supports all subject areas, there is a particular emphasis on mathematics, as local and state data indicate it is the area where students show the most significant struggle.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instruction including technology materials and educational programs. Provide strategic support and intensive intervention that meet students at their current level and promotes their growth academically. Provide Professional Development, teacher release time for planning, and technology devices and software.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard (DFS) on CAASPP ELA Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2025 CAASPP English Language Arts (ELA) Dashboard Results All Students – Yellow; 19.2 points below standard English Learners – Yellow; 59.7 points below standard Socioeconomically Disadvantaged – Yellow; 26.4 points below standard Students with Disabilities – Orange; 118.5 points below standard African American – No Performance Color; 55.0 points below standard Asian – Green; 14.6 points above standard Hispanic – Yellow; 23.7 points below standard Two or More Races – No Performance Color; 27.3 points below standard White – Green; 7.4 points above standard Student Groups Without Reportable Performance Data Long-Term English Learners – No Performance Color; 87.9 points below standard (fewer than 30 students) Foster Youth – No Data for Privacy Homeless – No Data for Privacy American Indian – No Data for Privacy Filipino – No Data for Privacy Pacific Islander – No Data Available	2026 English Language Arts (ELA) Outcomes All Students – Improve from 19.2 points below standard to 10 points below standard or better; move from Yellow to Green. English Learners – Improve from 59.7 points below standard to 50 points below standard or better; maintain Yellow and work toward Green. Socioeconomically Disadvantaged – Improve from 26.4 points below standard to 18 points below standard or better; move from Yellow to Green. Students with Disabilities – Improve from 118.5 points below standard to 105 points below standard or better; move from Orange to Yellow. African American – Improve from 55.0 points below standard to 45 points below standard or better. Asian – Improve from 14.6 points above standard to 20 points above standard or better; maintain Green. Hispanic – Improve from 23.7 points below standard to 15 points below standard or better; move from Yellow to Green. Two or More Races – Improve from 27.3 points below standard to 20 points below standard or better. White – Improve from 7.4 points above standard to 15 points above standard or better; maintain Green.
Distance from Standard (DFS) on CAASPP Math Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2025 CAASPP Mathematics Dashboard Results All Students – Yellow; 93.3 points below standard English Learners – Orange; 127.4 points below standard Socioeconomically Disadvantaged – Orange; 98.3 points below standard Students with Disabilities – Red; 173.6 points below standard African American – No Performance Color; 120.6 points below standard Asian – Yellow; 56.6 points below standard Hispanic – Red; 98.8 points below standard Two or More Races – No Performance Color; 76.4 points below standard White – Orange; 75.9 points below standard Student Groups Without Reportable Performance Data Long-Term English Learners – No Performance Color; 179.6 points below standard (fewer than 30 students)	2026 Mathematics Outcomes All Students – Improve from 93.3 points below standard to 85 points below standard or better; maintain Yellow and work toward Green. English Learners – Improve from 127.4 points below standard to 115 points below standard or better; move from Orange to Yellow. Socioeconomically Disadvantaged – Improve from 98.3 points below standard to 88 points below standard or better; move from Orange to Yellow. Students with Disabilities – Improve from 173.6 points below standard to 155 points below standard or better; move from Red to Orange. African American – Improve from 120.6 points below standard to 105 points below standard or better. Asian – Improve from 56.6 points below standard to 45 points below standard or better; maintain Yellow and work toward Green.

	Foster Youth – No Data for Privacy Homeless – No Data for Privacy American Indian – No Data for Privacy Filipino – No Data for Privacy Pacific Islander – No Data Available	Hispanic – Improve from 98.8 points below standard to 88 points below standard or better; move from Red to Orange. Two or More Races – Improve from 76.4 points below standard to 65 points below standard or better. White – Improve from 75.9 points below standard to 65 points below standard or better; move from Orange to Yellow.
Distance from Standard (DFS) on CAASPP Science Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2025 CAASPP Science Dashboard Results All Students – Green; 54.1 points above standard English Learners – Yellow; 44.5 points above standard Socioeconomically Disadvantaged – Green; 51.2 points above standard Students with Disabilities – No Performance Color; 32.1 points above standard Asian – No Performance Color; 60.2 points above standard Hispanic – Green; 52.4 points above standard White – No Performance Color; 60.3 points above standard Student Groups Without Reportable Performance Data Long-Term English Learners – No Performance Color; 43.2 points above standard (fewer than 30 students) Foster Youth – No Data for Privacy Homeless – No Data for Privacy African American – No Data for Privacy American Indian – No Data for Privacy Filipino – No Data for Privacy Two or More Races – No Data for Privacy Pacific Islander – No Data Available	2026 Science Outcomes All Students – Improve from 54.1 points above standard to 60 points above standard or higher; maintain Green performance. English Learners – Improve from 44.5 points above standard to 50 points above standard or higher; move from Yellow to Green. Socioeconomically Disadvantaged – Improve from 51.2 points above standard to 58 points above standard or higher; maintain Green. Students with Disabilities – Improve from 32.1 points above standard to 40 points above standard or higher. Asian – Improve from 60.2 points above standard to 65 points above standard or higher. Hispanic – Improve from 52.4 points above standard to 58 points above standard or higher; maintain Green. White – Improve from 60.3 points above standard to 65 points above standard or higher. Long-Term English Learners – Improve from 43.2 points above standard to 50 points above standard or higher.
English Learner Progress Indicator (ELPI) Source: CA School Dashboard Priority 4(e): Percentage of ELs who make progress towards English proficiency	2025 English Learner Progress Indicator (ELPI) Results English Learner Progress Indicator (ELPI) – Blue; 62.1% of English Learners made progress toward English proficiency (95 students) Long-Term English Learner Progress – No Performance Color; 80.0% made progress toward English proficiency (25 students) 2025 English Language Acquisition Results 61.1% of English Learners progressed at least one ELPI level 1.1% maintained ELPI Level 4 28.4% maintained ELPI Levels 1, 2L, 2H, 3L, or 3H 9.5% decreased by one ELPI level	2026 English Learner Progress Outcomes English Learner Progress Indicator (ELPI) – Increase from 62.1% to 68% or higher of English Learners making progress toward English proficiency; maintain Blue performance. Long-Term English Learners – Increase from 80.0% to 85% or higher making progress toward English proficiency. 2026 English Language Acquisition Targets Increase the percentage of English Learners who progress at least one ELPI level from 61.1% to 65% or higher.

		Increase the percentage of students who maintain ELPI Level 4 from 1.1% to 3% or higher. Reduce the percentage of students who maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H) from 28.4% to 25% or lower. Reduce the percentage of students who decrease one ELPI level from 9.5% to 7% or lower.
EL Reclassification Rate Source: Kern Integrated Data System (KiDS) Priority 4(f): EL Reclassification Rate	2024-2025 English Learner Reclassification Rate – 18.34% of eligible English Learners were reclassified as Fluent English Proficient (RFEP) during the 2024-25 school year.	2026 English Learner Reclassification Outcomes Increase the English Learner Reclassification Rate from 18.34% to 22% or higher.
State Priority 8: Other Pupil Outcomes -Dynamic Indicator of Basic Literacy Skills (DIBELS) Composite Score for At or Above Benchmark	State Priority8: Other Pupil Outcomes 2025-2026: DIBELS 8th Edition 2025 DIBELS Results (All Grades) 31% of students scored Above Benchmark at End of Year (EOY). 20% of students scored At Benchmark at End of Year (EOY). 51% of students scored At or Above Benchmark at End of Year (EOY). 18% of students scored Below Benchmark at End of Year (EOY). 31% of students scored Well Below Benchmark at End of Year (EOY). The percentage of students scoring At or Above Benchmark increased from 44% at BOY to 51% at EOY, demonstrating overall growth in foundational literacy skills during the school year.	State Priority8: Other Pupil Outcomes 2026-2027: DIBELS 8th Edition 2026 DIBELS Outcomes Increase the percentage of students scoring At or Above Benchmark from 51% to 58% or higher by End of Year. Increase the percentage of students scoring Above Benchmark from 31% to 35% or higher. Increase the percentage of students scoring At Benchmark from 20% to 23% or higher. Reduce the percentage of students scoring Below Benchmark from 18% to 15% or lower. Reduce the percentage of students scoring Well Below Benchmark from 31% to 27% or lower. Increase the percentage of students demonstrating grade-level foundational literacy skills through targeted intervention, small-group instruction, and progress monitoring.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supporting Student Success in Math Supportive Math Practices: Providing additional math manipulatives and other intervention materials to support students' concrete understanding of mathematics.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	7,293.43 Title I 4000-4999: Books And Supplies Provide the additional math manipulatives.
1.2	Supporting Student Success in ELA/ELD Supportive ELA Practices: Provide a researched based intervention for English Language Arts that is aligned to state standards to provide	All Student Groups, English Learners, Students with Disabilities, Socioeconomically	29,500.00 Title I 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	supplemental support for students who are not performing at benchmark.	Disadvantaged, Two or More Races, African American	Provide a supplemental intervention materials for students in grades 1-6.
1.3	Supporting Student Success in ELA/ELD and Math Supportive ELA and Math Practices: Provide printing material and supplies for standards-aligned instructional materials (Tier 1).	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	500.00 Title I 4000-4999: Books And Supplies Provide additional printing materials.
1.4	Supporting Student Success in ELA/ELD and Math Academic Coach	All Student Groups	50,000.00 Title I 1000-1999: Certificated Personnel Salaries Academic coach split with District.
1.5	Supporting Student Success Providing supplemental materials and supplies to expand the AVID program.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	10,000.00 Title I 4000-4999: Books And Supplies AVID supplies for students in grades K-8.
1.6	Supporting Student Success Providing opportunities for teachers to attend AVID professional development to deepen their understanding and implementation.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	2,500.00 Title I 1000-1999: Certificated Personnel Salaries Substitute release time for AVID teachers.
1.7	Supporting Student Success in ELA/ELD and Math Implement a student recognition program to increase student engagement in ELA/ELD and Math.	All Student Groups	5,000.00 Title I 4000-4999: Books And Supplies Materials for students showing academic growth.
1.8	Providing Instructional Resources to Support Student Achievement Provide instructional materials that support the district's focus on ELD, math, and ELA. Resources will align with research-based instructional strategies and provide teachers with tools to enhance student engagement, academic discourse, literacy development, and mathematical understanding.	All Student Groups	4,745.07 Title I 4000-4999: Books And Supplies Instructional materials to support academic achievement.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All strategies outlined in Goal 1 were fully implemented with consistency and fidelity. Each activity was carefully aligned to the articulated goal, ensuring a cohesive and targeted approach. Staff collaborated effectively to carry out the strategies, and necessary adjustments were made throughout the process based on ongoing feedback and data monitoring.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in the overall implementation of the strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the needs assessment, the following changes were determined:
1. Additional AVID funding will be provided to enhace the current program funded by the district.
2. The funding for additional technology will be provided through other funding sources and will no longer be part of this goal for the 2026-2027 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

To foster a safe and supportive learning environment for our Low-income, foster youth, and English Learners (ELs), we employ a range of support systems aimed at enhancing parent involvement, student engagement, and overall school climate for all students.
Our objective is to foster a positive and supportive school environment by lowering suspension rates, reducing chronic absenteeism, and enhancing parent involvement. We plan to use proactive behavioral strategies, strengthen connections with students and families, and ensure equitable access to support services.

Utilizing restorative practices and PBIS initiatives, our goals are to decrease suspension rates through targeted support and alternative disciplines, and address chronic absenteeism with early interventions and community partnerships. Additionally, we aim to boost parent participation in events like Back-to-School Night, Parent Conferences, Open House, and the Lakeside Booster Club.

By nurturing strong school-family partnerships and a culture of inclusion, we aim to bolster student achievement both academically and socially.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An analysis of Dashboard and local data reveals a clear need for improvement in student behavior, attendance, and family engagement to ensure a safe, inclusive, and supportive school environment.

Suspension Rates:
While overall suspension rates have decreased for All Students, data shows suspension rates have increased for four student groups, including ELs, SWD, and Hispanics. This trend underscores the need for proactive, supportive strategies that reduce reliance on exclusionary discipline.

Next Steps:
- Expand PBIS implementation to address behavioral challenges without suspension.
- Increase counseling and behavior intervention services for early support.
- Provide staff training on trauma-informed care and culturally responsive discipline.

Chronic Absenteeism:
Although chronic absenteeism has declined in some areas, rates remain high—particularly among English Learners (36.4%), Long-Term English Learners (53.3%), and TMR students (44.7%). Sustained progress will require ongoing monitoring and targeted family outreach.

Next Steps:
- Strengthen attendance intervention systems with personalized outreach for high-risk students.
- Launch incentive programs to promote consistent attendance.
- Offer family supports to remove barriers such as transportation and health-related issues.

Family Engagement
Family involvement is a key driver of student success. Participation in events like Back-to-School Night, Parent Conferences, Open House, and the Lakeside Booster Club remains lower than desired. Additionally, ELAC Reclassification Meeting attendance needs a 2% increase, and continued strong IEP meeting engagement is essential.

Next Steps:
- Enhance communication via flyers and ParentSquare to boost awareness and turnout.
- Provide flexible scheduling and virtual meeting options for families.
- Host workshops to strengthen school-family partnerships and community ties.

By targeting student behavior, attendance, and family engagement, we aim to cultivate a positive school climate where every student is supported, connected, and prepared to thrive. These focused actions will reduce suspensions, improve attendance, and deepen family-school collaboration—driving better outcomes for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Source: CA School Dashboard, Kern Integrated Data Systems (KiDS) Priority 6(a): School Climate	2025 Suspension Rate Results All Students – Green; 1.9% of students were suspended at least one day. English Learners – Blue; 0.6% suspended. Long-Term English Learners – Blue; 0.0% suspended. Socioeconomically Disadvantaged – Green; 2.3% suspended. Students with Disabilities – Yellow; 5.3% suspended. African American – Yellow; 4.4% suspended. Asian – Blue; 0.0% suspended. Hispanic – Green; 2.2% suspended. Two or More Races – Green; 1.4% suspended. White – Green; 1.2% suspended.	2026 Suspension Rate Outcomes Maintain an overall suspension rate of 2.0% or less for All Students while maintaining a Green Dashboard performance level. Reduce the suspension rate for Students with Disabilities from 5.3% to 4.0% or lower. Reduce the suspension rate for African American students from 4.4% to 3.5% or lower. Maintain suspension rates below 1.0% for English Learners and Long-Term English Learners. Increase the use of restorative practices, behavior interventions, and social-emotional supports to reduce exclusionary discipline. Continue implementation of PBIS, counseling supports, and proactive behavior interventions to maintain a positive school climate.
Expulsion Rate Source: CA School Dashboard, Kern Integrated Data Systems (KiDS) Priority 6(b): School Climate	2025 Expulsion Rate Results All Students – 0.0% Expulsion Rate No student groups experienced an expulsion rate that resulted in a measurable performance concern.	2026 Expulsion Rate Outcomes Maintain an overall 0.0% expulsion rate for all students.
Student Surveys of Sense of Safety and School Connectedness Source: CA Healthy Kids Survey Priority 6(c): School Climate	CA Healthy Kids Survey for 5th Grade 2024 School Connectedness: 61% CA Healthy Kids Survey for 7th Grade 2024 School Connectedness: 37%	CA Healthy Kids Survey for 5th Grade 2026 School Connectedness: 63% CA Healthy Kids Survey for 7th Grade 2026 School Connectedness: 39%
Chronic Absenteeism Source: CA School Dashboard State Priority 5: Pupil Engagement (Engagement)	2025 Chronic Absenteeism Results All Students – Yellow; 23.5% Chronically Absent English Learners – Yellow; 24.8% Chronically Absent Long-Term English Learners – Orange; 40.0% Chronically Absent Socioeconomically Disadvantaged – Yellow; 25.0% Chronically Absent Students with Disabilities – Orange; 28.7% Chronically Absent African American – Orange; 25.6% Chronically Absent Asian – Yellow; 12.5% Chronically Absent Filipino – No Performance Color; 9.1% Chronically Absent Hispanic – Yellow; 24.2% Chronically Absent Two or More Races – Orange; 30.0% Chronically Absent White – Orange; 22.9% Chronically Absent	2026 Chronic Absenteeism Outcomes Reduce the All Students chronic absenteeism rate from 23.5% to 20.0% or lower. Reduce the chronic absenteeism rate for English Learners from 24.8% to 21.0% or lower. Reduce the chronic absenteeism rate for Long-Term English Learners from 40.0% to 32.0% or lower. Reduce the chronic absenteeism rate for Socioeconomically Disadvantaged students from 25.0% to 22.0% or lower. Reduce the chronic absenteeism rate for Students with Disabilities from 28.7% to 24.0% or lower. Reduce the chronic absenteeism rate for African American students from 25.6% to 22.0% or lower. Reduce the chronic absenteeism rate for Hispanic students from 24.2% to 21.0% or lower.

		Reduce the chronic absenteeism rate for Two or More Races students from 30.0% to 25.0% or lower.
ELAC/DELAC Meeting Participation Source: CA School Dashboard Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2025 School year, 23 parents attended the four ELAC/DELAC meetings.	2026 School year, we will maintain 13 parents attending the five ELAC/DELAC meetings.
IEP Meeting Participation Source: CA School Dashboard Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2025 school year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, and other review IEP meetings.	2026 school year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, and other review IEP meetings.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Supporting Student Wellness and Connectedness Provide materials to increase opportunities for structured physical activity, social interaction, and student engagement during recess and other school activities. These enhancements will support student connectedness and contribute to a safe, positive, and inclusive school environment for all students.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	5,000.00 Title I 4000-4999: Books And Supplies Student engagement and connectedness resources and supplies.
2.2	Partnering with Families for Academic and Social-Emotional Success Provide family workshops to support students' academic success and social-emotional development.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	1,200.00 Title I 4000-4999: Books And Supplies Family Workshops
2.3	Supporting Student Engagement and Behavior Provide Check-in/Check-out materials and incentives to support student engagement, positive behavior, and meaningful connections with staff. These materials will help provide targeted interventions and ongoing progress monitoring for students requiring additional behavioral and social-emotional support.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	2,000.00 Title I 4000-4999: Books And Supplies CICO materials and incentives to support engagement and behavior.
2.4	Supporting Student Attendance and Engagement Provide materials and incentives to promote positive attendance habits, increase student engagement, and strengthen connections between students and staff. These supports will provide regular attendance monitoring, encouragement, and recognition for students who need additional support in improving school attendance.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	2,500.00 Title I 4000-4999: Books And Supplies Attendance materials and incentives to support engagement and attendance.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Action Item 2.1 was fully implemented and proved effective in providing teachers with opportunities to collaborate, analyze data, and design high-quality instructional lessons. Action Item 2.2 was not implemented due to scheduling conflicts with the presenter.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding originally allocated to Action Item 2.2 was transferred to Action Item 2.1 to support the addition of a teaching position and provide teacher release time, including participation by special education teachers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, substitute release time will be moved to Goal 3 to better align with activities focused on improving school climate, student engagement, and student outcomes.

Additionally, due to the increased need to support student attendance and social-emotional learning (SEL), additional actions and services will be added under Goal 2 to provide targeted attendance interventions, student supports, and SEL opportunities. These changes can be found in the actions and expenditures section of Goal 2 in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

To enhance the conditions of learning, we prioritize recruiting and retaining qualified teachers and implementing standards-aligned curriculum.
Statement 1:
State Priority 1: Basic Services

Provide professional learning in differentiated instruction.

Statement 2:
State Priority 1: Basic Services

Provide professional learning on ELD standards and effective evidence-based English learner instructional strategies, and will implement this learning in all curricular areas. Supplemental Program.

Statement 3:
State Priority 2: Implementation of State Standards

Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in ELA/ELD, math, and NGSS if available.

Statement 4:
State Priority 7: Course Access

Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources such as chromebooks.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Provide Professional Development, teacher release time for planning, and technology devices and software.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STATE PRIORITY 1 BASIC SERVICES Priority 1A: Teachers : Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching. Percentage of fully credentialed & appropriately assigned teachers as measured by: CA School Dashboard Local Indicators: Basics: Teachers Priority 1B: Standards-aligned Instructional Materials for every student. As measured by our CA School Dashboard Local Indicators: Instructional Materials. Priority 1C: School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT). As measured by our FIT Overall Rating & CA School Dashboard Local Indicators: Basics: Facilities	STATE PRIORITY 1 BASIC SERVICES Priority 1A: Teachers appropriately assigned and/or fully credentialed: 98% Priority 1B: Student access to instructional materials as based on Williams: 100% Priority 1C: Basics: Facilities: FIT Overall Rating: Good	STATE PRIORITY 1 BASIC SERVICES Priority 1A: Teachers appropriately assigned and/or fully credentialed: 100% Priority 1B: Student access to instructional materials as based on Williams: 100% Priority 1C: Basics: Facilities: FIT Overall Rating: Good
STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A: Percentage of standards implemented as measured by CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials. Priority 2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency. Percentage of standards implemented as measured by CA School Dashboard Local Indicators: Basics: Instructional Materials & Master Schedule.	STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A: Level of implementation of all state content and performance standards for all pupils:100% Priority 2B: • EL students receiving daily instruction in Designated and Integrated ELD in all content areas: 100% • Lakeside daily schedule minutes of protected time for ELD instruction: 40 minutes daily	STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A: Level of implementation of all state content and performance standards for all pupils:100% Priority 2B: • EL students receiving daily instruction in Designated and Integrated ELD in all content areas: 100% • Lakeside daily schedule minutes of protected time for ELD instruction: 40 minutes daily
STATE PRIORITY 7 COURSE ACCESS Priority 7A Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language). As measured by: -CA School Dashboard Local Indicators: Basics: Instructional Materials -Master Schedule indicating the percentage of students who have access to a broad course of study.	STATE PRIORITY 7 COURSE ACCESS Priority 7A: Students who have access to a broad course of study offered by the district: 100% Priority 7B: Unduplicated pupils who are provided with programs and services based on state standards and student needs as indicated by local assessments: 100%	STATE PRIORITY 7 COURSE ACCESS Priority 7A: Students who have access to a broad course of study offered by the district: 100% Priority 7B: Unduplicated pupils who are provided with programs and services based on state standards and student needs as indicated by local assessments: 100%

Priority 7B Programs and services developed and provided to low income, English learner, foster youth pupils and; as measured by: -CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities -Master Schedule indicating the percentage of low income, English learner, foster youth pupils who have access to a broad course of study. Priority 7C Programs and services developed and provided to students with disabilities. As measured by: -CA School Dashboard Local Indicators: Basics: Instructional Materials -Master Schedule indicating the percentage of students with disabilities who have access to a broad course of study.	Priority 7C: Students with expectational needs who are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments: 100%	Priority 7C: Students with expectational needs who are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments: 100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Supporting Teacher Collaboration and Instructional Planning Provide substitute release time for teachers to collaborate with grade-level colleagues to analyze student data, plan instruction, develop common assessments, and share effective instructional practices. Collaborative planning time will support the implementation of high-quality, standards-aligned instruction and improve student academic outcomes.	All Student Groups	32,560.00 Title I 1000-1999: Certificated Personnel Salaries Provide substitute coverage for collaboration for teachers in grades TK-8.
3.2	Strengthening Math Instruction Through Professional Support Provide consultation services through Kern County Superintendent of Schools (KCSOS) to support junior high mathematics teachers with instructional coaching, professional learning, data analysis, and effective implementation of research-based mathematics practices. Ongoing support will strengthen instructional capacity and improve student achievement in mathematics.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	20,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Provide professional development for junior high math teachers.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All strategies outlined to support this goal were fully implemented. Overall, implementation was consistent and aligned with the intended plan. The strategies and activities proved to be effective in supporting the articulated goal, as evidenced by improved student engagement, increased participation in targeted programs, and positive feedback from staff and families.

Regular progress monitoring and staff collaboration helped ensure that the activities remained focused and responsive to student needs. As a result, we observed measurable progress toward the goal, indicating that the combination of strategies was both appropriate and impactful.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Teachers participated in professional development opportunities; however, there were limited instances of planned, site-based professional development due to scheduling constraints and competing priorities. As a result, there were some differences between the intended implementation and the actual execution of the strategies.

While the original plan anticipated a series of structured professional learning sessions, much of the professional development occurred through district-led opportunities or on an individual basis. Budgeted funds for site-based PD were either underutilized or redirected to support other instructional needs, such as supplemental materials or staff collaboration time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, the SPSA has been revised to better align with the district's Local Control and Accountability Plan (LCAP). The academic coach position will remain funded; however, it has been moved to Goal 1 to more directly support schoolwide academic achievement outcomes and align with the academic priorities identified in both the SPSA and LCAP. Additionally, the focus of this goal has shifted to better align with LCAP Goal 3, which emphasizes teacher retention, professional growth, and staff supports that contribute to a positive learning environment for students. Parent involvement and family engagement activities have been consolidated under SPSA Goal 2 to create a more focused and coordinated approach to strengthening family partnerships and supporting student success. These changes can be found in the action items and expenditures associated with Goals 1, 2, and 3 of the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$134,505.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$172,798.50
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$172,798.50

Subtotal of additional federal funds included for this school: $172,798.50

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $172,798.50

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I	172,798.50

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	85,060.00
4000-4999: Books And Supplies	67,738.50
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	85,060.00
4000-4999: Books And Supplies	Title I	67,738.50
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,538.50
Goal 2	10,700.00
Goal 3	52,560.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: School Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 7, 2026.

Attested:

Principal, Kristin Angelo on 6/7/2026
SSC Chairperson, Craig Bailey on 6/7/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Policy 5131.8: Mobile Communication Devices

Status: ADOPTED

Original Adopted Date: 10/01/2019 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger

2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

4. When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as

appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 300-307	Duties of students
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 48901.5	Prohibition of electronic signaling devices
Ed. Code 48901.7	Limitation or prohibition of student use of smartphones
Ed. Code 48901.8	Limitation or prohibition of student use of social media
Ed. Code 51512	Prohibited use of electronic listening or recording device
Pen. Code 1546.1	Electronic Communications Privacy Act
Pen. Code 288.2	Harmful matter with intent to seduce
Pen. Code 313	Harmful matter
Pen. Code 647	Use of camera or other instrument to invade person's

	privacy; misdemeanor
Pen. Code 653.2	Electronic communication devices; threats to safety
Veh. Code 23123-23124	Prohibitions against use of electronic devices while driving

Federal	**Description**
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex

Management Resources	**Description**
California Department of Education Publication	Bullying at School, 2003
Court Decision	Safford Unified School District V. Redding (2009) 557 US 364
Court Decision	Mahanoy Area School District v. B.L. (2021) 594 U.S. 180
Court Decision	J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
Court Decision	Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. Department of Education Publication	Planning Together: A Playbook for Student Personal Device Policies, December 2024
Website	CSBA District and County Office of Education Legal Services
Website	National School Safety Center
Website	Center for Safe and Responsible Internet Use
Website	California Department of Education, Safe Schools
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
5131	Conduct

5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.9	Academic Honesty
5137	Positive School Climate
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
6159	Individualized Education Program
6159	Individualized Education Program
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology

Lakeside Union School District
14535 Old River Road
Bakersfield, California 93311

INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES

This Independent Contractor Agreement for Special Services **2026-2027 School Year Programs** ("Agreement") is made and entered into on, July 1, 2026 by and between the Lakeside Union School District, a public school district and a political subdivision of the State of California, Kern County, hereinafter referred to as the "District," and the Boys & Girls Clubs of Kern County, a private non-profit organization hereinafter referred to the "Contractor" (hereinafter referred to collectively as, "Parties".)

RECITALS

WHEREAS, the Program has been shown to reduce juvenile crime and improve students' grades, attendance and conduct; and

WHEREAS, the Contractor desires to provide Program services for the District's students to include literacy and educational activities; and

WHEREAS, the Contractor is a private non-profit youth service agency organized pursuant to the laws of the State of California

WHEREAS, The District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, the District is in need of such special services and advice to provide the Program's academic enrichment and recreational activities for District students of all ages; and

WHEREAS, the Contractor is specially trained, experienced and competent to perform the special Program services for the benefit of District students, and District requires such services on a limited basis.

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Contractor shall provide the Program services as described in **Exhibit "A,"** attached hereto and incorporated herein by this reference ("Services").

2. **Term of Agreement.** This Agreement will commence on July 1, 2026 and will continue until the last day of the 2026/2027 School Year or until such time as the District no longer receives funds to deliver the Services for the benefit of District students or the Agreement is terminated in accordance with the terms of this Agreement, whichever comes first.

3. **Program Location.** The Contractor shall provide the Services at the following site (collectively, "District Facilities"):

- **Suburu School 7315 Harris Road Bakersfield, CA 93313**
- **Lakeside School 14535 Old River Road Bakersfield, CA 93311**

4. **Submittal of Documents.** The Contractor shall not commence the Services under the terms of this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

_X_ Signed Agreement

_X_ Workers' Compensation Certificate (Attached as **Exhibit "B"**)

_X_ Insurance Certificates and Endorsements

_X_ W-9 Form

_X_ Fingerprinting/Criminal Background Investigation Certification (Attached as **Exhibit "C"**)

_X_ Tuberculosis Clearance (Attached as **Exhibit "D"**)

5. **Priority of Use.** Throughout the term of this Agreement, District programs, including athletic and recreational programs, shall take precedence and priority over the Contractor's right to use District Facilities. The Contractor's use of District Facilities shall be solely for the Contractor's performance of the Services. Any use of District Facilities for other than the Contractor's performance of the Services is prohibited without the prior written consent of the District.

6. **Compensation.** The District agrees to pay the Contractor for Services rendered pursuant to this Agreement a total fee not to exceed Seven Hundred Thousand Dollars ($700,000) for the 2026/2027 School Year Program ("Total Compensation"). The Total Compensation shall be paid to the Contractor according to the following terms and conditions on the following dates:

August 1, 2026 ($175,000), November 1, 2026 ($175,000), February 1, 2027 ($175,000) May 1, 2027 ($175,000)

7. **Expenses.** The District shall not be liable to the Contractor for any costs or expenses paid or incurred by the Contractor in performing Services for the District.

8. **Staffing.** The Contractor shall hire, supervise, train and assign Fourteen (14) staff members to

- Suburu School (8)
- Lakeside School (6)

Prior to commencing the performance of Services pursuant to this Agreement, the Contractor shall require its employees to submit evidence of an examination within the past sixty (60) days

to determine that he or she is free of active tuberculosis. The Contractor agrees Contractor's employees who skin test negative shall thereafter be required to take a tuberculosis test at least once every four (4) years pursuant to Education Code Section 49406. As noted in Section 4 above, the Contractor is required to submit a Tuberculosis Clearance certificate in the form attached hereto as **Exhibit"D".**

9. **Plan to Ensure Daily Staffing.** The Contractor shall establish and maintain a qualified substitute staff member system to ensure the staff-to-student ration will be maintained in the daily delivery of Services despite employee absences.

10. **Security Clearance.** The Contractor shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements, including, but not limited to, those described in Education Code Sections 45125.01 and 45125.1, as applicable. The Contractor's responsibility shall extend to all Program staff and subs, regardless of whether such individuals are paid or unpaid, concurrently employed by the District, and/or acting as independent Contractors of the Contractor. The Contractor shall not permit any employee to have any contact with District students until the Contractor has verified in writing, based on the background check, to the District's Board of Education ("Board") that such employee has not been convicted of a felony, as defined in Education Code Section 45125.1. Verification of compliance with this Section shall be provided in writing to the District prior to each individual's commencement of employment or the provision of Services pursuant to the program and prior to permitting contact with students participating in the Program. As noted in Section 4 above, the Contractor is required to submit a Fingerprinting/Criminal Background Investigation Certification in the form attached hereto as **Exhibit "C".**

11. **Qualifications and Licenses.** The Contractor shall be responsible for verifying the credentials, certificates, and licenses of Program staff, agents, subcontractors or volunteers or any other evidence of such individual's qualifications and fitness for participation in the Program. All Program staff and volunteers shall be subject to the health screening requirements in current law and District policy for school Personnel and volunteers in the District. All staff members who directly supervise students shall, at a minimum, meet the qualifications of an instructional aide in the District. Verification shall extend to motor vehicle licenses and possession of adequate vehicle insurance coverage, if such individuals will be required to provide transportation services as part of their Program duties.

12. **Staff Performance and Evaluation.** The Contractor is responsible for all Program employee performance evaluations. The District will provide information as he or she deems appropriate for the Contractor's consideration in its evaluation of is assigned employees.

13. **Documentation of Hours Worked.** Staff of the Contractor shall maintain records of hours worked at their respective location and shall sign in and out daily on a time log maintained by the Contractor.

14. **Coordination with the School Staff.** Staff of the Contractor shall communicate with the

designated District Staff regarding any issues or conflicts that might arise concerning the use of space, equipment, student safety and security, or other items covered by this Agreement.

15. **District Facility Usage.** The District Facilities to be used are classrooms, the cafeteria, and playground at each site. The Contractor will clean up and return items to their original location at the end of each day.

    15.1 **Computer Accounts.** Certain members of the Contractor's staff may be assigned a District computer account to use for Program-related purposes. District equipment shall be used by the Contractor in accordance with applicable law and District policy and procedure. Only the staff person actually assigned the District computer account may use said account. No sharing of District computer accounts amongst the Contractor staff is permitted.

16. **Materials.** The Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement, except as follows:

    16.1 Program supplies for the activities delivered by the Contractor will be provided by the Contractor.

17. **Field Trips.** The Contractor shall sponsor and must obtain advance approval from the District for any field trips or other off-site travel planned for students in the Program. Signed parental/guardian permission forms with appropriate release of liability for the District and the Contractor, attached hereto as **Exhibit "E"**, must be obtained in advance for each participating student. Any activity organized by the Contractor shall be considered an activity in the sole control and direction of the Contractor. The Contractor shall assume all responsibility for the care and control of students will participation in any activity, whether on-site or off-site that is offered as part of the Program.

18. **Parental Visits.** The Contractor shall provide for reasonable parental access to all of District's Facilities being used by the Contractor to the extent allowed by applicable law. The Contractor shall ensure that parental visits are in agreement with applicable court orders, if any.

19. **Medication.** The Contractor shall ensure that medications are distributed and/or administered to students participating in the Program only when there is a written statement on file with both the Contractor and the District from a licensed physician detailing the type, administration, method, amount, and time schedule of how the medication is administered. The Contractor shall not distribute or administer any prescribed medication to any student unless pursuant to a written statement by the student's parent on file with both the Contractor and the District. The Contractor shall keep a written log of medication dispensation and/or administration. Any change in medication dispensation or administration (such as method, amount, and schedule) by the Contractor must be previously authorized in writing by a licensed physician and parent on file with the Contractor and the District.

20. **Accidents and Incidents.** The Contractor shall complete a written accident report and provide it to the District when a student has suffered an injury that requires medical attention of a licensed medical professional. The Contractor shall complete a written accident report and provide it to the District when the Contractor becomes aware of circumstances that require notification be made to other agencies. The circumstances may include, without limitation, allegations of molestation, child abuse, and injuries resulting from physical restraint. The Contractor assures the District that all staff members, including volunteers, are familiar with child abuse and general concerns regarding the health and safety of a student that may impair the student's educational program, including the need for mental health services, and shall inform the District by facsimile or U.S. mail within twenty-four (24) hours of when the Contractor becomes aware of those circumstances.

21. **Acknowledgement of Receipt of Policies and Procedures.** All Contractor staff providing Services related to the operation of the Program will be provided a copy of the following District policies and procedures and must acknowledge, in writing that they have read and agree to abide by the District policies and procedures listed below:

- Use of District Facilities, space, and equipment
- Student discipline (school discipline, search and seizure, suspension, and expulsion)
- Site emergency plan and protocol (e.g., lockdown, shelter in place, contacts for emergency)
- Release of students from school's custody (release to parent/guardian, late pick-up policy, sign-in/sign-out process)
- After School Programs including early release provisions
- Safety (e.g., students who walk home, visitors/outsiders, School Safety Plan, accident procedures)
- Child abuse and neglect
- Privacy rights of parents and students
- Health Care
- Emergency medical information
- Administration and storage of medication
- Pupil records
- Emergencies
- Alcohol and other drug policies
- Student wellness and child nutrition
- Registration of visitors/outsiders and disruption of service
- Parental notifications and consent
- Nondiscrimination and complaints
- Special education and Section 504 of the Rehabilitations Act
- Use of District technology and electronic systems

All rules and regulations of the Board and all Federal, State and local laws, ordinances, and regulations, are to be observed strictly by the Contractor and all those using District Facilities and grounds with the Contractor's permission or pursuant to this Agreement.

22. **Anti-Discrimination (employees).** It is the policy of the District that in connection with all work performed under District contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require the compliance by all its subcontractor(s).

23. **Anti-Discrimination (students).** It is the policy of the District that in connection with all work performed under District contracts there be no discrimination against any student who participates in the Program based on actual or perceived race or ethnicity, national origin or nationality, physical or mental disability, religion, sex or gender, color, age, sexual orientation, limited to the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, and District policy. The Contractor agrees to require compliance by all its employees and subcontractor(s). The District shall make reasonable accommodations or modifications of the Program provided by the District, and require compliance by all its employees and subcontractors.

24. **Prohibited Activities.** The following are prohibited in or about the District Facilities or at any time during which Services are being provided under this Agreement, even if Services are being provided off-site: possession or use of tobacco products, intoxicants, or narcotics, the use of profane language, quarreling, fighting, or gambling.

25. **Insurance.**

25.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

25.1.1 Commercial General Liability and Automobile Liability Insurance. Commercial General Liability Insurance and any Automobile Liability Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising from performing any portion of the Services. (Form CG 0001 and CA 0001)

25.1.2 Workers' Compensation Insurance. Workers' Compensation Insurance for all of its employees performing any portion of the Services. In accordance with provisions of Section 3700 of the California Labor Code, the Contractor shall be required to secure worker's compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained

before any of those employee(s) commence performing any portion of the Services.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance, including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and	
Medical Payments	$5,000
Each Occurrence	$2,000,000
General Aggregate	$2,000,000
Automobile Liability Insurance – Any Auto	
Each Occurrence	$2,000,000
General Aggregate	$2,000,000
Workers Compensation	Statutory Limits

25.2 **Proof of Carriage of Insurance.** The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District. Certificates and insurance policies shall include the following:

25.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

25.2.1 Language stating in particular those insured, extent of insurance, location, and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

25.2.3 An endorsement stating that the District and State and their agents,

representatives, employees, trustees, officers, consultants, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employer's Liability Insurance. An endorsement shall also state that the Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

25.2.4 All policies shall be written on an occurrence form.

25.3 **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best's rating of no less that A: VII, unless otherwise acceptable to the District.

26. **Quality Assurance.** The Contractor shall document its provision of agreed upon Services and submit required documentation to the District at request of District.

27. **Records.** The Contractor will maintain full and accurate records in connection with this Agreement and will make them available to the District for inspection at any time.

28. **Independent Contractor Status.** The Contractor, in performance of this Agreement, shall be and act as an independent contractor. The Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. The Contractor shall assume full responsibility for payment of all Federal, State and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to the Contractor's employees. In the performance of the Services herein contemplated, the Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the Services, the District being interested only in the results obtained.

29. **Compliance With Laws.** The Contractor shall observe and comply with all rules and regulations of District's Board and all Federal, State, and local laws, ordinances and regulations. The Contractor shall give all notices required by any law, ordinances and regulation bearing on conduct other Services as indicated or specified. If the Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, the Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon the Contractor's receipt of a written termination notice from the District. If the Contractor performs any Services that are in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, the Contractor shall bear all costs arising therefrom.

30. **Indemnification.** The Contractor and District shall indemnify each other and their respective agents, servants, and employees from any claims, losses, or liabilities due to death, injury to a

person(s), or damage to property to the extent caused by the indemnifying party's negligence or willful misconduct.

31. **No Rights In Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

32. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The contractor shall allow District access during the Contractor's provision of Services for this purpose. The district's evaluation may include, without limitation:

    32.1 Requesting that District employee(s) evaluate the performance of the Contractor and the Contractor's employees and subcontractors during the provision of Services.

    32.1 Announced and unannounced observance of the Contractor, the Contractor's employee(s), and/or subcontractor(S).

33. **Limitation of Liability.** Other than as provided in this Agreement (including Section 30's indemnification provision), the District's financial obligations under this Agreement shall be limited to the Payment of the compensation set forth in Section 6 of this Agreement. Other than the District's financial and indemnification obligations under this Agreement, the District shall not be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

34. **Confidentiality.** The Contractor and all the Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. The Contractor understands that student records are confidential and agrees to comply with all State and Federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

35. **Notices.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and whether personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

CONTRACTOR:
Boys & Girls Clubs of Kern County
PO Bin 5J
Bakersfield, CA 93385

DISTRICT:
Lakeside Union School District
14535 Old River Road
Bakersfield, CA 93311

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) day after deposit in the United States mail.

36. **California Law.** This Agreement shall be governed by and the rights, duties, and obligations of the Parties shall be determined and enforced in accordance with the laws of that State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Kern County California.

37. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

38. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

39. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

40. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of the agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

41. **Captions and Interpretations.** Paragraph heading in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

42. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

43. **Signature Authority.** Each party had the full power and authority to enter into and perform this Agreement and the person signing this Agreement on behalf of each party has been properly authorized and empowered to enter into this Agreement.

44. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

45. **Incorporation of Recitals and Exhibit.** The recitals and each exhibit attached hereto are hereby

incorporated herein by reference.

46. **Subcontract and Assignment.** Neither party shall assign its rights, duties, or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties, or privileges under this Agreement on any third party, without the written consent of the other party. The Contractor may enter into subcontracts only with the prior written authorization of the District.

47. **Entire Agreement of Parties.** This Agreement sets forth the entire agreement between parties and supersedes all other oral or written representations. This Agreement may be amended or modified only by a written instrument executed by both parties.

48. **Termination.**

48.1 **Without Cause By District.** The District may, at any time, with or without reason, terminate this Agreement and compensate the Contractor only for Services satisfactorily rendered to the date of termination. Written notice by the District shall be sufficient to stop further performance of Services by the Contractor or no later than thirty (30) days after the day of mailing, whichever is sooner. The Contractor shall only be responsible for providing its Services under this Agreement, and the Contractor shall not be liable for any additional expenses or costs incurred by the District in subsequently securing similar services from any other contractor.

48.2 **Without Cause By Contractor.** The Contractor may, upon thirty (30) days' written notice, with or without reason, terminate this Agreement. Upon the Contractor's termination of this Agreement, the District shall only be obligated to compensate the Contractor for Services satisfactorily rendered to the date of termination. Thirty (30) days' notice by the Contractor shall be sufficient to stop further performance of Services to the District. The Contractor acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.

49. **Compliance with State Regulations.** The Contractor agrees to comply with all terms and conditions and exhibits of this Agreement and the Program, which provisions are incorporated by reference into this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

Boys & Girls Clubs of Kern County
(CONTRACTOR)

By:_____

Title:_____

Lakeside Union School District
(DISTRICT)

By:_____

Title:_____

Information regarding Contractor:

Contractor: Boys & Girls Clubs of Kern County

License No.: _____

Address: PO BIN 5J

Bakersfield, CA 93385

_____

Telephone: (661) 325-3730

Facsimile: (661) 325-2118

E-Mail: zanesmith@bgclubsofkerncounty.org

Type of Business Entity:

_____Individual

_____Sole Proprietorship

_____Partnership

_____Limited Partnership

_____Corporation, State: _____

_____Limited Liability Company

_X___Other: __501c3_____

_____:
Employer Identification and/or Social Security Number

NOTE: Federal Code of Regulations Sections 6041 and 6209 require non-corporate recipients of $600.00 or more to furnish their taxpayer identification number to the payer. The regulations also provide that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these regulations, the District requires your Federal tax identification number or Social Security number, whichever is applicable.

EXHIBIT "A"

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

The Contractor shall provide the following Services:

1. Educational and literacy enrichment activities at the school sites listed in the Agreement, Monday through Friday except for days such as minimum attendance days, staff development days, or when performance is excused in writing by the District.

2. Train and supervise staff to help implement the Program.

3. Educational and literacy components in the form of homework assistance in one or more of the following areas: language arts, mathematics, history and social science, computer training or science.

4. Educational enrichment may include fine arts, recreation, physical fitness, student wellness, and prevention activities.

5. Collaborate with the District on all reporting requirements of the designated funding stream.

6. The Contractor will also have the responsibility of working with parents, volunteers, and subcontracting agencies that are part of the afterschool program.

EXHIBIT "B"

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

> Every employer except the State shall secure the payment of compensation in one or more of the following ways:
>
> - By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
>
> - By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Services of this Agreement.

Date: _____

Proper Name of Contractor: Boys & Girls Clubs of Kern County

Signature: _____

Print Name: Zane Smith

Title: Executive Director

(In accordance with Article 5 – commencing at Section 1860, Chapter 1 part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Services under this Agreement.)

EXHIBIT "C"

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

One of the boxes below must be checked, with the corresponding certification provided, and this form attached to the Independent Contractor Agreement for Special Services ("Agreement"):

[**To be completed by the authorized District employee only.**] The Boys & Girls Clubs of Kern County's ("Contractor") employees, agents and volunteers will (1) have only limited contact, if any, with District students and the District will take appropriate steps to protect the safety of any students that may come in contact with the Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 shall not apply to the Contractor for the Services under their Agreement; or (2) be under the immediate supervision and direction of certificated personnel of the District so that the fingerprinting and criminal background investigation requirements of Education Code Section 49024 shall not apply to the Contractor for the Services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Education Code Section 45125.1 [c])

Date: _____

District Representative's Name and Title: _____

Signature: _____

The fingerprinting and criminal background investigation requirements of Education Code Section 49024 apply to the Contractor's Services under this Agreement and Contractor certifies its compliance with these provisions as follows:

The Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code Section 49024 with respect to all the Contractor's volunteers, employees, subcontractors, agents, and subcontractors' employees or agents ("Contractor Parties") regardless of whether those Contractor Parties are paid or unpaid, concurrently employed by the District, or acting as independent contractor of the Contractor, who may have contact with District pupils in the course of providing Services pursuant to the Agreement, and the California Department of Justice AND the Federal Bureau of Investigation have determined that none of those Contractor Parties has been convicted of a felony, as that term is defined in Education Code Section 45122. A complete and accurate list of all Contractor Parties who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

I am an authorized representative of the Contractor entering into this Agreement with District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Contractor.

Date: _____

Name of Contractor or Company: Boys & Girls Clubs of Kern County

Signature: _____

Print Name and Title: Zane Smith, Executive Director

EXHIBIT "D"

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the Boys & Girls Clubs of Kern County ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Contractor.

The Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

The Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:

The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees all of its subcontractor's employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of the Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

The Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____

Name of Contractor or Company: Boys & Girls Clubs of Kern County

Signature: _____

Print Name and Title: Zane Smith, Executive Director

EXHIBIT "E"
FIELD TRIP CONSENT AND RELEASE FORM
Boys & Girls Clubs of Kern County
801 Niles Street
Bakersfield, California 93305

PARENT PERMISSION FORM FOR STUDENT TO PARTICIPATE IN FIELD TRIP, WAIVER OF LIABILITY AND CONSENT FOR MEDICAL TREATMENT

Return this to <Your Child's Teacher>

I, _____(Parent/Guardian of Student), by signing below agree to the following with respect to my daughter/son's, _____, ("Student") participation in the voluntary activity described in this Consent and Release Form.

Student has my consent to participate in the field trip described below and may participate in all activities associated with the field trip or school-related trip (hereinafter, "Field Trip").

1. Description of Field Trip: _____
2. Location: _____
3. Date/Time/Duration: _____

A. Student and Parent/Guardian understand that Student's participation in the Field Trip is an honor and a privilege and that Student shall act responsibly and with self-control throughout the Field Trip's duration. Student and Parent/Guardian acknowledge that Student is a person of sufficient maturity to make reasonable decisions about his/her conduct, and Student shall accept full responsibility for such conduct while participating in this Field Trip.

B. Student agrees to abide by the discipline code of the Boys & Girls Clubs while participating in the Field Trip, Commencing at the time of departure from school premises until Student returns to his/her home
   i. A copy of the discipline code is attached to this Consent and Release Form.
   ii. Student will stay within the designated geographic parameters throughout the Field Trip

C. Student and Parent/Guardian understand and agree that if Student violated any of the rules set forth in the District's discipline code, it will be within the sole discretion of the Field Trip supervisor or other designated supervisor ("Supervisors") to take whatever disciplinary action is necessary, including immediate notification of Parent/Guardian, dismissal from the Field Trip, or any other discretionary action that may be deemed appropriate.

D. Student and Parent/Guardian acknowledge that there are certain risks inherent in participating in field trips. Such risks may include, but are not limited to, accident, delay, injury, illness or damage to personal property. Student and Parent/Guardian further agree that Supervisors cannot ensure the safety of Student. Student and Parent/Guardian expressly assume these risks and agree that they will not hold the Supervisors, the Boys & Girls Clubs of Kern County (the "Club") or the District responsible if such events occur.

E. Student and Parent/Guardian, as a condition of Student's participation in the Field Trip, hereby agree to indemnify and hold harmless and waive all claims or suits for damages or injury arising from Students participation in the Field Trip and liability against the Clubs and the Lakeside Union School District, and

their officers, agents, employees, and volunteers, for injury, accident, illness, or death occurring during or by reason of this Field Trip. Student and Parent/Guardian hereby waive all rights to hold Supervisors, the Club, and the Lakeside Union School District personally, individually, jointly or severally liable for any and all claims.

F. In the event of an accident, injury and/or medical emergency, Supervisors are hereby authorized to consent to and obtain whatever emergency medical treatment, surgery or dental care is considered necessary from and in the best judgment of the attending physician, medical care facility, hospital, paramedic unit or other health care provider deemed appropriate by Supervisors in the circumstances. In the event it is impossible to receive instructions for Student's care, full authorization is given to any licensed physician and/or surgeon for the provisions of medical treatment, including the administration of drugs or medication, and the performance of surgical treatment for the relief of pain and/or the preservation of life and/or health and well-being. Student and Parent/Guardian understand that this authorization is given to provide Supervisors, the Club, and the Lakeside School District with the power to secure reasonable medical care under emergency circumstances. Medical costs incurred shall be the responsibility of the Student and Parent/Guardian.

G. Student and Parent/Guardian agree to pay for such medical care whether or not the costs are insured by student or Parent/Guardian's health insurance. Student and Parent/Guardian understand that an attempt will be made to contact Parent/Guardian by telephone if possible, before such care is administered.

Phone Number(s) where parent(s)/guardian(s) can be reached _____

Name of Medical Insurance: _____Emergency medical contact number(s):_____

Medication student is taking (if any): _____Medication student should not take: _____

H. The Club and the Lakeside Union School District does not provide insurance for accidental injuries to student.

I have read, understand, and voluntarily agree to all provisions stated above. I give my permission for my child to participate in the Field Trip described herein.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Address: _____

Date: _____ Phone: _____

Suburu Before/Afterschool Program (100 Students)

August 2026 - June 2027

Morning Program (Monday - Friday 6:15 a.m. - 8:15 a.m.)

Afternoon Program (Monday - Friday Dismissal - 6:00 p.m.)

Fees for Service

Members	Monthly Rate	Months		Total
100	$ 350.00	10		$ 350,000.00

Lakeside School Before/Afterschool Program (100 Students)

August 2026 - June 2027

Morning Program (Monday - Friday 6:15 a.m. - 8:15 a.m.)

Afternoon Program (Monday - Friday Dismissal - 6:00 p.m.)

Fees for Service

Members	Monthly Rate	Months		Total
100	$ 350.00	10		$ 350,000.00

Grand Total $ 700,000.00

LAW OFFICE OF
CHRISTOPHER P. BURGER
7703 Davin Park Drive
Bakersfield, CA 93308

Telephone: 661.706.2358
Facsimile: 661.393.1651
cburger@bak.rr.com

June 10, 2026

Via E-Mail: tbryson@lakesideusd.org
Lakeside School District
Attn., Ty Bryson, Superintendent
14535 Old River Road
Bakersfield, CA 93311

Re: Engagement Agreement

Dear Mr. Bryson:

The Law Office of Christopher P. Burger ("Attorney") would be pleased to represent the Lakeside Union School District ("LUSD") upon LUSD's acceptance of this Agreement. Specifically, Attorney will address issues, as assigned, with respect to all aspects of school business including but not limited to real property acquisition, sale and leasing, contracting, public works construction and related matters ("Services"). This letter, when fully executed, will constitute the agreement setting forth the terms of Attorney's representation.

1. Employment of Attorney.

LUSD hereby employs the Attorney to perform the Services and the Attorney hereby accepts that employment subject to the provisions of this Agreement. The Attorney is not obligated to perform any portion of the Services that, in the Attorney's judgment, would constitute a conflict of interest or other violation of the Attorney's ethical duties under the Rules of Professional Conduct of the State Bar of California, or similar mandate governing the Attorney's conduct.

This Agreement governs only LUSD's employment of the Attorney and the Attorney's representation of LUSD. The Attorney's representation of LUSD does *not* include representation of any party affiliated with LUSD, including (a) parent, related or subsidiary entities of LUSD, or (b) persons related to LUSD, unless agreed to in a separate writing.

This Agreement will become effective upon its full execution by both the Attorney and LUSD. It will then relate back to the first day that the Attorney provided the Services to LUSD.

2. Cooperation of LUSD.

LUSD shall be candid and truthful with the Attorney as well as responsive to the Attorney's communications. The Attorney may rely upon LUSD to promptly advise the Attorney of any changes in circumstances that will affect the Services or the Attorney's ability to perform them.

LUSD shall keep the Attorney advised of any changes in LUSD's address, current telephone number or e-mail address at all times, and shall comply with all reasonable requests of the Attorney in connection with the Attorney's performance of the Services.

LUSD shall promptly disclose to the Attorney, in writing, all persons and entities that may have an interest, both adverse and non-adverse, in the matter that is the subject of the Services so that the Attorney can avoid conflicts of interest.

3. Payment of Fees and Costs.

(a) Attorney's Fees. LUSD shall pay fees to the Attorney for time spent in performance of the Services at the current applicable rate of $350 per hour ("Rate"). The Attorney may charge LUSD for all time devoted by the Attorney to LUSD's work, including conferences (both in person and over the telephone), e-mail communications with LUSD and others, negotiations, factual investigations, legal research and analysis, document preparation and revision, and travel on LUSD's behalf. Time will be recorded and billed in units of two-tenths (.2) of an hour. Rates may be supplemented or revised by the Attorney from time-to-time, but revised Rates will not be retroactively applied. The Attorney shall notify LUSD in writing of any revised Rates prior to their effective date. The applicable rates will be those in effect at the time Services are rendered.

(b) Costs. LUSD shall pay all reasonable and necessary costs incurred by the Attorney in connection with the Services including:

(1) Automobile travel at the then current IRS rate per mile plus any parking expenses.

(2) Other travel expenses at actual costs, including airfare, taxicab fare, meals and lodging.

(3) Expenses for the printing or reproduction of documents at actual costs.

(4) The cost of any consultants, experts or investigators retained by the Attorney in furtherance of the Services.

(5) Courier and express delivery charges.

Costs are *in addition to* fees for the Services. The Attorney incurs outside costs as an agent for LUSD and incurs internal expenses on behalf of LUSD. The Attorney may forward costs in excess of $250 to LUSD for direct and timely payment by LUSD.

(c) Statements. The Attorney shall provide LUSD with a monthly or bi-monthly statement of fees earned and costs incurred. This statement will generally describe the work performed, the applicable Rate, the basis for the calculation of fees, and a reasonable itemization of costs.

(d) Estimates. It is impossible to determine in advance the amount of time that will be needed to complete the Services, or the total amount of fees or costs that may be incurred. Any estimate furnished by the Attorney will be based on the Attorney's professional judgment, but LUSD acknowledges that such estimate is *not* a maximum or fixed fee quotation. The ultimate fee and cost may, and frequently does, differ from the amount estimated.

(e) Payment. LUSD shall pay all statements for fees earned and costs incurred upon presentation of a statement. Unpaid fees and costs will accrue finance charges at the rate of 1.5 percent per month (18 percent annually) from the date the payment becomes overdue. As the Attorney receives each payment, the Attorney will apply the payment first to any accrued finance charges, second to costs, and last to fees.

For a proper Attorney-LUSD relationship to exist and be successful, LUSD acknowledges that LUSD must pay the Attorney's legal fees and costs promptly and in accordance with this Agreement. Only in this way can the Attorney and LUSD maintain the mutual confidence in each other that is necessary for the proper representation of LUSD. If LUSD becomes delinquent in LUSD's obligation to make any required payments to the Attorney, then the Attorney may (a) withdraw from representation of LUSD, (b) cease performance of the Services, and (c) pursue collection of LUSD's account. LUSD shall pay all costs of collecting the debt, including court costs, filing fees, reasonable attorney's fees and other costs of collection including the value of time spent by the Attorney's own attorneys and staff to prosecute or defend such a proceeding with fees calculated at the normal hourly rate the Attorney charges LUSD. In matters involving a judgment, settlement or other payment in LUSD's favor, LUSD hereby grants to the Attorney a lien on those funds to the extent of any unpaid fees or costs.

4. Errors and Omissions Insurance.

The Attorney maintains errors and omissions insurance coverage applicable to the Services.

5. Employment of Consultants, Experts and Investigators.

If the Attorney deems it appropriate to employ a consultant, expert, or investigator in connection with the performance of the Services, then the Attorney shall advise LUSD and seek LUSD's prior approval of such employment. Any consultants, experts or investigators employed by the Attorney will be the agent of the Attorney, not LUSD. However, LUSD shall be responsible for any retainer required by the consultant, expert, or investigator, as well as those fees and costs incurred by the consultants, experts, or attorneys.

6. Notices.

Any notices to be given by either party to the other affecting this Agreement must be given in paper form and delivered in person or by registered or certified mail, postage pre- paid, addressed to the Attorney at the Attorney's Address or to LUSD at LUSD's Address. Either party may from time-to-time, by written notice to the other, designate a different address which will be substituted for the one specified in this Agreement.

7. Documents.

During the course of the Services, the Attorney may acquire documents from LUSD and also will create Attorney's Work Product and other documents. Attorney's Work Product is the property of the Attorney and LUSD is not entitled to obtain Attorney's Work Product from the Attorney except as otherwise provided by law. LUSD may inspect and copy any other documents created by the Attorney during the Attorney's normal business hours and at LUSD's sole cost and expense. Upon conclusion of the Services, LUSD is entitled to LUSD's Documents. The Attorney is entitled, however, to photocopy or electronically scan, and retain copies of LUSD's documents prior to their return to LUSD. Should the Attorney decide, in its sole discretion, to photocopy or electronically scan, in whole or in part, LUSD's file or any other materials delivered to LUSD, those copies or scans will be made at LUSD's expense and LUSD shall pay those costs.

8. Electronic Files.

The Attorney may maintain some or all of the documents and records in LUSD's file solely in electronic form as digital images rather than in paper form. In so doing, the Attorney may destroy documents and records received by the Attorney in paper form after they have been scanned electronically and converted to digital images. The Attorney will not destroy; however, any of LUSD's documents in paper form, although LUSD does consent to their conversion to electronic form for the Attorney's use. The Attorney may deliver to LUSD documents in the electronic form in which they are maintained if LUSD requests transfer or a copy of either LUSD's file, or any document or record in LUSD's file. The Attorney will not be obligated under any circumstances to convert electronic documents or records (a) to paper form or (b) to an electronic form other than the one in which the Attorney maintains the document or record.

9. File Retention.

Unless contacted to make other arrangements, the Attorney shall store LUSD's file for a minimum of five years following conclusion of the Services. The Attorney will then make arrangements for the destruction of LUSD's entire file (both electronic form and paper form) without further notice to LUSD. LUSD must contact the Attorney prior to the end of that five-year period to make arrangements for return of LUSD's file if LUSD does not wish the file to be destroyed.

10. Termination.

This Agreement shall continue from year to year under its then existing terms and conditions unless and until a party hereto gives the other written notice of termination. The Attorney or LUSD is entitled to terminate this Agreement. Termination of this Agreement will not affect LUSD's obligations to pay for all fees earned and costs incurred by the Attorney prior to the date this Agreement terminates. Additionally, time spent by the Attorney resulting from termination of this Agreement and withdrawal from representation of LUSD (e.g., preparing LUSD's files for transfer and working with successor counsel) is deemed part of the Services, for which LUSD shall pay the Attorney.

Upon cessation of the Services, either by conclusion of the Services or earlier termination of this Agreement, the Attorney will have no further obligation to inform LUSD of future

developments or changes in the law. Additionally, the Attorney will have no obligation to monitor renewal or notice dates, or similar deadlines on LUSD's behalf.

11. Arbitration.

In the event of a fee dispute which is not readily resolved, LUSD is entitled to request arbitration by the Kern County Bar Association, and the Attorney shall participate fully in that process.

12. Entire Agreement.

This Agreement supersedes any and all other agreements, either oral or in writing, between the Attorney and LUSD with respect to the subject matter of this Agreement. Each party acknowledges that no representations, inducements, promises, or agreements have been made by or on behalf of any party except those covenants and agreements contained in this Agreement. No agreement, statement or promise not contained in this Agreement will be valid and binding.

13. Venue and Law.

The venue for any dispute arising from this Agreement will be Kern County, California. This Agreement is entered into in Bakersfield, California, and is subject to the laws of the State of California.

14. Counterpart and Electronic Signatures.

This Agreement may be signed in one or more counterparts and may be delivered by facsimile or other electronic method.

15. Consultation with Independent Counsel.

The Attorney has not provided LUSD with legal advice with respect to this Agreement due to the Attorney's conflict of interest in doing so. LUSD acknowledges the opportunity to seek and consult independent counsel of LUSD's choice regarding this Agreement.

IN WITNESS WHEREOF, the Attorney and LUSD have executed this Agreement on the day and year first hereinabove set forth.

LAW OFFICE OF CHRISTOPHER P. BURGER	LAKESIDE UNION SCHOOL DISTRICT
By: Christopher Burger	By: _____
Christopher Burger	Ty Bryson
Title: Owner	Title: Superintendent

Perfection Stainless Fabrication, Inc.

901 Sumner Street, Bakersfield, CA. 93305
Phone (661) 324-5466 Fax (661) 324-7714 Email: Sales@perfectionsf.com
DIR# 1000001242 LIC.# 462114 www.perfectionsf.com

DATE: 06/10/2026

ATTN: Megan Smith for Lakeside USD
Project: Lakeside ES-Serving Line

QUOTE #4836

We are pleased to present the following quote for your consideration:

Cost to fabricate and install custom stainless-steel serving line approximately 294" long complete with the following:

1- **One (1) each 14-gauge stainless-steel top**
2- **One (1) each 18-gauge stainless-steel cabinet base**
3- **16-gauge stainless-steel bottom and center shelf**
4- **One (1) each tray slide (approx. 19')**
5- **One (1) each tempered glass sneezeguard (approx. 19' long x 20" with a 7" inch opening at bottom)**
6- **Ten (10) each 1-5/8" stainless-steel legs with adjustable feet**
7- **Two (2) each electrical boxes and conduit (running the length of the serving line)**
8- **Two (2) each data boxes and conduit (running the length of the serving line)**
9- **One (1) each 8" raised pedestal for monitor to sit on (approx. 14"x8")**

ALL FABRICATION TO N.S.F. Standards

TOTAL LUMP SUM $ 20,752.00

Quote is for Items listed on this page only; PSF will not be responsible for any other stainless steel in any other room.

NOTES:
Bonds are not included in the quote. If required add 3% to the above price.
PSA/PLA are not included.
Prevailing wage requirements are NOT included, if required add $1000.00 to above cost.
Plumbing, electrical, carpentry by others.
All final connections of plumbing and electrical components by others.
Demolition not included.

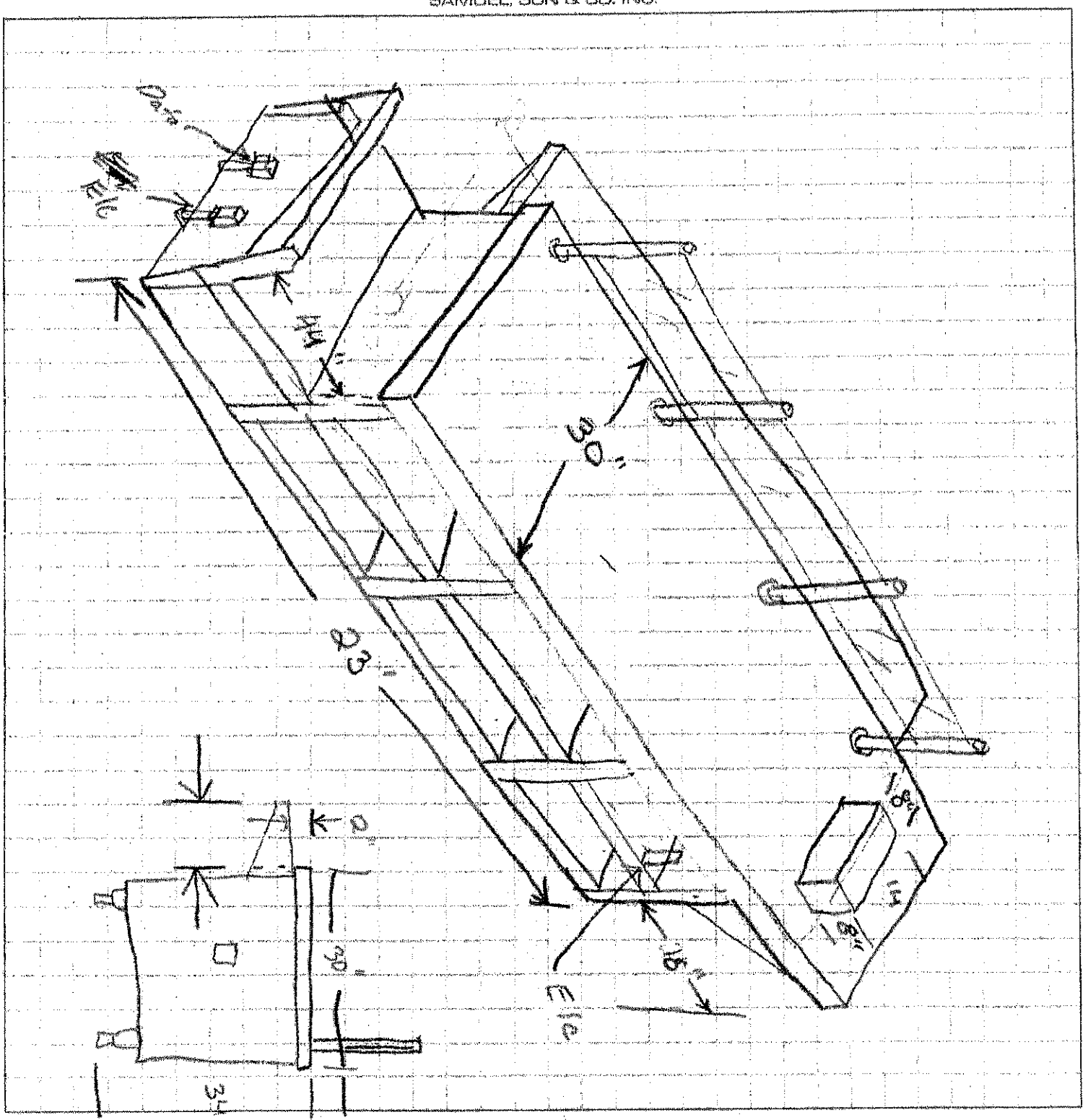
Sincerely,

Diana For Lyle Carmignani

X _____
(CUSTOMER SIGNATURE)

Lakeside ES

SAMUEL 1855
SAMUEL, SON & CO. INC.



PRODUCTS
- Aluminum Coil, Sheet, Plate, Bar, Extrusions, Pipe and Tube
- Aluminum Aircraft Alloys
- Stainless Steel Coil and Sheet
- Duplex & High Nickel Alloys
- Stainless Steel Plate
- Stainless Steel Bar
- Aerospace Alloys

PROCESSING SERVICES
- **Plate Cutting**
  Plasma, Waterjet, Laser & Saw
- **Sheet Cutting**
  Cut-To-Length, Slitting, Shearing & Laser
- **Bar Cutting**
  Saw & Trepanning
- **Other**
  Machining, Heat Treating, Grinding & Polishing

SAMUEL, SON & CO. INC.
ARCADIA, CA
Toll free (800) 631-9765
Fax (323) 722-6359

SAMUEL, SON & CO. INC.
HAYWARD, CA
Toll free (800) 631-9765
Fax (866) 314-3726

SAI GLOBAL Certified System ISO 9001 Quality
SAI GLOBAL Certified System AS9120B Aerospace

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Lakeside Union School District
CDS Code:	15-63552-0000000
LEA Contact Information:	Name: Ty Bryson Position: District Superintendent Email: tbryson@lakesideusd.org Phone: 661-836-6658
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$24,074,265
LCFF Supplemental & Concentration Grants	$4,454,204
All Other State Funds	$4,968,692
All Local Funds	$2,315,504
All federal funds	$993,805
Total Projected Revenue	$32,352,266

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$31,206,623
Total Budgeted Expenditures in the LCAP	$6,334,050
Total Budgeted Expenditures for High Needs Students in the LCAP	$5,163,552
Expenditures not in the LCAP	$24,872,573

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$5,346,954
Actual Expenditures for High Needs Students in LCAP	$4,589,492

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$709,348
2025-26 Difference in Budgeted and Actual Expenditures	$757,462

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund budget expenditures not included in the LCAP consist of essential operational costs necessary to sustain district functions. These include staff salaries and benefits, instructional and operational supplies, contracted services that support day-to-day operations, and capital outlay projects for facility improvements and infrastructure needs. Additionally,

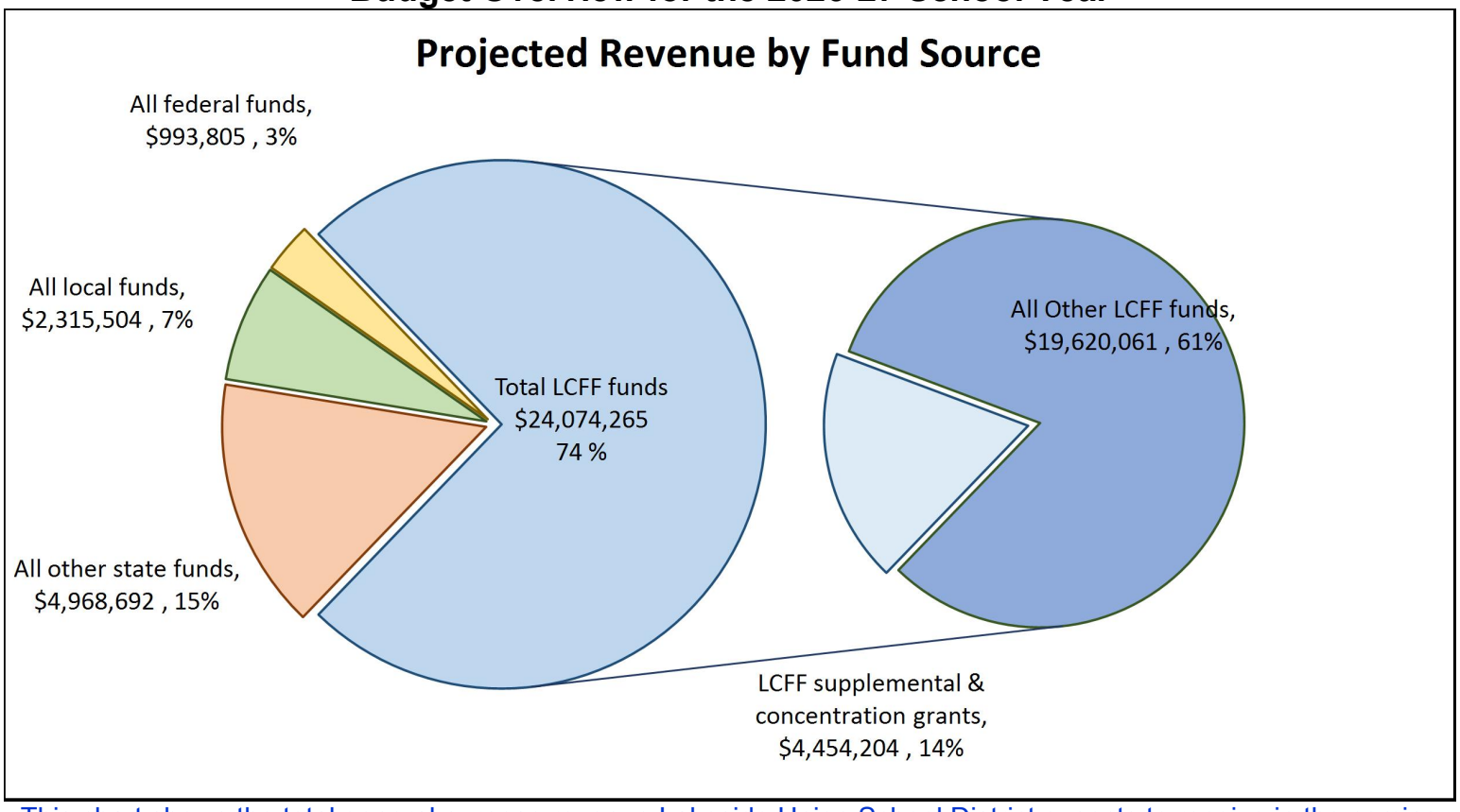
	expenditures may be supported by a combination of state, federal, and local funding sources.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-26.	The district received one-time revenues designated for specific purposes that align with LCAP goals and actions. To maximize available resources, these one-time funds were utilized to support applicable LCAP-aligned expenditures in place of LCFF funding. This approach allowed the district to preserve LCFF resources while still implementing planned actions and services.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Union School District
CDS Code: 15-63552-0000000
School Year: 2026-27
LEA contact information:
Ty Bryson
District Superintendent
tbryson@lakesideusd.org
661-836-6658

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

Budget Overview for the 2026-27 School Year

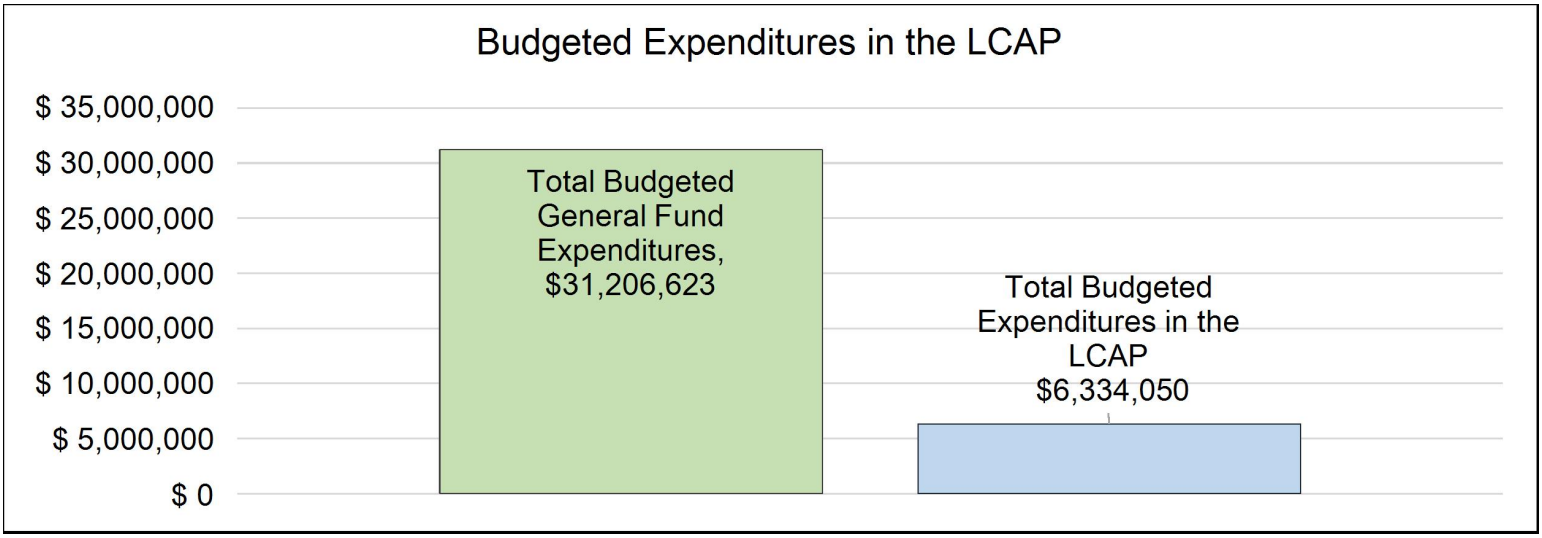


This chart shows the total general purpose revenue Lakeside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lakeside Union School District is $32,352,266, of which $24,074,265 is Local Control Funding Formula (LCFF), $4,968,692 is other state funds, $2,315,504 is local funds, and $993,805 is federal funds. Of the $24,074,265 in LCFF Funds, $4,454,204 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lakeside Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lakeside Union School District plans to spend $31,206,623 for the 2026-27 school year. Of that amount, $6,334,050 is tied to actions/services in the LCAP and $24,872,573 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

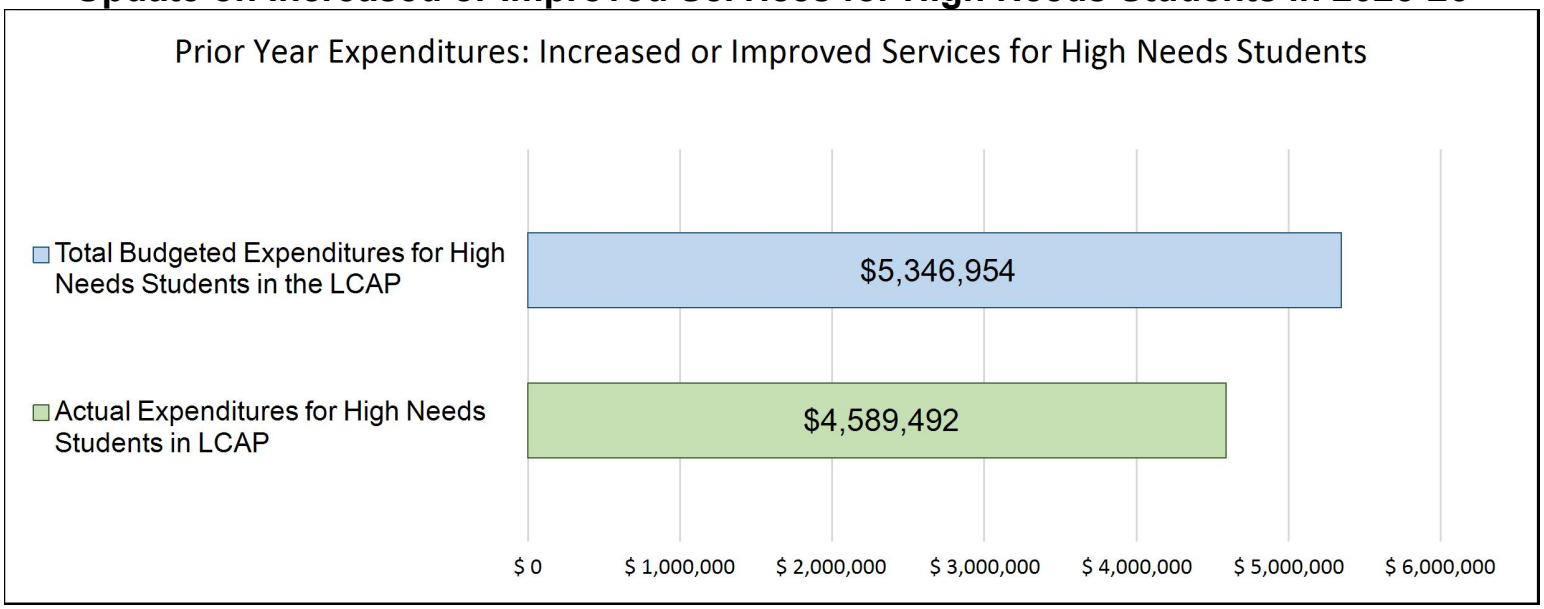
General Fund budget expenditures not included in the LCAP consist of essential operational costs necessary to sustain district functions. These include staff salaries and benefits, instructional and operational supplies, contracted services that support day-to-day operations, and capital outlay projects for facility improvements and infrastructure needs. Additionally, expenditures may be supported by a combination of state, federal, and local funding sources.

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

In 2026-27, Lakeside Union School District is projecting it will receive $4,454,204 based on the enrollment of foster youth, English learner, and low-income students. Lakeside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lakeside Union School District plans to spend $5,163,552 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Lakeside Union School District's LCAP budgeted $5,346,954 for planned actions to increase or improve services for high needs students. Lakeside Union School District actually spent $4,589,492 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $757,462 had the following impact on Lakeside Union School District's ability to increase or improve services for high needs students:

The district received one-time revenues designated for specific purposes that align with LCAP goals and actions. To maximize available resources, these one-time funds were utilized to support applicable LCAP-aligned expenditures in place of LCFF funding. This approach allowed the district to preserve LCFF resources while still implementing planned actions and services.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2024-2025

Date of Board Approval

LEA Name
Lakeside Union School District

CDS Code:
15-63552-0000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

STRATEGY
The district's commitment to monitoring progress as we move forward with the implementation of our Local Control Accountability (LCAP) is a high priority for our School Board, staff, families and educational partners. We have built clear goals for continuous improvement and raised the bar for all students and staff. The LUSD LCAP, in coordination with our LCAP Federal Addendum, reflects the responsibility of our entire school system and all of its stakeholders to ensure each and every student succeeds. Our strategic coordination within and between the district office and both school sites and the alignment of federal resources is built into the goals and metrics of our LCAP.

Within the LCAP we have provided identifiable ways to measure our success on each of our goals and actions/services. All of the work represents ongoing improvement efforts and initiatives that are aligned to the goals of the district and represents our action for delivering on each of these. As we implement this plan, we will hold regular "check-ins" with the community, staff and our School Board to monitor whether our actions/services are moving us toward our goals, or whether we need to amend certain elements to ensure student success.

Our district works to meet the needs of all students, taking into account both academic and behavioral concerns. Our 2024 LCAP is built with three overarching goals. Each goal has actions/services that are structured through our development of a multi-tiered system of supports model which organizes initiatives as part of our core programs.

- GOAL 1 - To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.
- GOAL 2 - To foster a safe and supportive learning environment for our Low-income, foster youth, and English Learners (ELs), we employ a range of support systems aimed at enhancing parent involvement, student engagement, and overall school climate for all students.
- GOAL 3 - To enhance the conditions of learning, we prioritize recruiting and retaining qualified teachers and implementing standards-aligned curriculum while providing clean and safe facilities.

Key LCAP features include:
- Build a multi-tiered system of support for all students; specifically for underserved student groups.
- Counseling services to provide support for students with emotional and behavioral needs.
- Provide evidence based intervention based on our districts universal assessment tools in early literacy and math.
- Continue training and monitoring the full implementation of Positive Behavior Interventions and Supports.

RATIONALE FOR FEDERAL FUNDS
LUSD will use federal funds in conjunction with state supplemental funds to enhance the actions/services within our multi-tiered system of supports to provide strategic and intensive interventions in support of the needs of underperforming student groups, such as Low Income, English Learner, Foster Youth, Student with Disabilities, Two or More Races and African Americans. With that in mind, our student needs are identified using state and local standardized assessments linking students with a variety of supports based on those needs.

The Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Additional Targeted Support and Improvement (ATSI) based on the criteria in California's ESSA State Plan. Based on the most recent available data, Lakeside School and Donald E. Suburu School continue to serve student groups that meet criteria for targeted support, including Students with Disabilities, African American students, and other student groups identified through state and local data.

Both Lakeside School and Donald E. Suburu School will continue to implement and refine their School Plans for Student Achievement (SPSA) to improve student outcomes, specifically for identified student groups demonstrating lower

performance in academic and engagement indicators. Based on current state and local indicators, including CAASPP results, English Learner Progress data, chronic absenteeism, and suspension rates, the district will continue to take the following steps:

- Teachers will increase their capacity through professional learning opportunities focused on analyzing informal and formal assessment data because current CAASPP results indicate ongoing needs in English Language Arts and Mathematics, particularly for Students with Disabilities, English Learners, and Long-Term English Learners. See LCAP Goal 1

- The district will maintain universal assessment tools for early literacy and math (e.g., DIBELS, Renaissance STAR Early Literacy, STAR Reading, and STAR Math) because consistent progress monitoring is needed to identify and respond to gaps in student achievement reflected in state assessment data. See LCAP Goal 1

- The District will continue to implement a Multi-tiered System of Supports (MTSS) framework at school sites to provide universal and targeted interventions because student groups, including Students with Disabilities, African American students, and English Learners, demonstrate lower performance levels and require differentiated supports to access grade-level standards. See LCAP Goal 2

- The District will continue to provide a school-wide PBIS multi-tiered behavior support system because, although suspension rates have improved overall, higher rates persist for Students with Disabilities and Foster Youth, indicating a need for continued targeted behavioral supports. See LCAP Goal 2

- The District will continue to maintain counseling services at both school sites because chronic absenteeism rates remain elevated for student groups such as Foster Youth and Socioeconomically Disadvantaged students, requiring ongoing social-emotional and attendance supports. See LCAP Goal 2

- The district will provide staff with evidence-based professional development to support student learning because targeted instructional strategies are necessary to improve outcomes for Students with Disabilities, English Learners, low-income students, and foster youth, as reflected in current academic performance data. See LCAP Goal 1 & 3

- The district will continue the Continuous Improvement Process to strengthen collaboration, build internal accountability, and refine instructional and support practices because ongoing analysis of state and local data is necessary to improve student outcomes across all student groups.

Lakeside Union School District – 2025 California School Dashboard
Academic Performance

English Language Arts (ELA)

- All Students: Yellow
- English Learners: Yellow
- Long-Term English Learners: Orange
- Socioeconomically Disadvantaged: Yellow
- Students with Disabilities: Orange
- African American: Orange
- Hispanic: Yellow

Mathematics

- All Students: Orange
- English Learners: Orange
- Long-Term English Learners: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- African American: Orange
- Hispanic: Yellow

Engagement Indicators
Chronic Absenteeism

- All Students: Yellow (22.9%)

- Socioeconomically Disadvantaged: 25.4%
- English Learners: 22.1%
- Foster Youth: 36.0%

Suspension Rates
- All Students: Blue (1.4%)
- English Learners: Blue
- Socioeconomically Disadvantaged: Green
- Students with Disabilities: Yellow
- Foster Youth: Orange
- African American: Yellow
- Hispanic: Blue

School-Level Data (2025 Dashboard)
Lakeside School

Mathematics
- All Students: Yellow
- English Learners: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Red

Chronic Absenteeism
- All Students: 23.5% (Yellow)

Suspension Rates
- All Students: 1.9% (Green)
- Students with Disabilities: Yellow
- African American: Yellow

Donald E. Suburu School
Chronic Absenteeism
- All Students: 21.4% (Yellow)
- African American: 17.9% (Orange)
- Asian: 15.4% (Yellow)
- Students with Disabilities: 24.6% (Orange)

Additional Indicators
- English Learner Progress Indicator (ELPI): Green (51.7%)
- Reclassification Rate: 32.4%
- Middle School Dropout Rate: 0%
- Expulsion Rate: 0%

SELECTED FEDERAL FUNDS
These funds address Greatest Needs toward LCAP Goals.
- Title I, Part A: Improving Basic Programs (LCAP Goal 1)
- Title II, Part A: Supporting Effective Instruction (LCAP Goal 1, 2)
- Title III, Part A: Language Instruction for English Learners and Immigrant Students (LCAP Goal 1)
- Title IV, Part A: Student Support and Academic Enrichment Grants (LCAP Goal 3)

Our LCAP is intended to be a living document. Federal funds are reviewed annually with the District English Learner Advisory Committee (DELAC), LCAP Advisory Committee, and School Site Councils. Input from ELAC needs assessments and stakeholder engagement processes is used to inform updates and ensure alignment with current student needs. The district reports to the School Board regarding the Consolidated Application for federal funds each year.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

LUSD's LCAP actions and services are determined through ongoing needs assessments and analysis of current state and local data, including CAASPP, Dashboard indicators, and local measures, to identify areas of low performance. Stakeholders, including parents, students, community members, and staff, review data and provide input to develop actions and services that address identified needs. School Site Councils, site English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC) provide input, particularly for underserved student groups.

Once needs are identified, appropriate funding sources are aligned to support LCAP actions and services. Federal funding is coordinated with state and local funding to enhance services through the LCAP and Consolidated Application. The district leverages federal funds to support actions that improve outcomes for all students, especially underserved student groups, based on identified needs.

The following framework guides coordinated spending:

Step 1 – Assess Needs & Identify Priorities
- Analyze current data to identify barriers to student achievement
- Prioritize needs and develop goals aligned to LCAP priorities
- Engage stakeholders in the decision-making process

Step 2 – Identify Components and Costs of LCAP Actions/Services
- Identify required resources and utilize federal funds to enhance LCAP actions and services

Step 3 – Identify Federal Grants
- Determine which federal funds can support LCAP actions and services
- Review federal requirements to ensure allowability

Step 4 – Determine if Costs are Necessary & Reasonable
- Ensure all federal expenditures are necessary to support program goals
- Confirm costs are reasonable based on student needs and program objectives

Step 5 – Verify Consistency with LCAP
- Ensure costs are aligned with LCAP goals and actions, including supports for schools identified for Additional Targeted Support and Improvement (ATSI)
- Review for alignment and avoid duplication of services

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Both school sites in Lakeside Union School District (LUSD) meet the eligibility criteria to receive Title I, Part A funds based on poverty levels as determined by the percentage of students eligible for Free and Reduced-Price Meals. The district's overall rate is 63.07%, with Lakeside School at 62.78% and Donald E. Suburu School at 63.39%, as reported in the January 2026 Consolidated Application.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on 2024–25 DataQuest data, the district employs 68.9 total teaching FTE, with 67.6% fully credentialed teachers, 0% out-of-field teachers, and 1.5% interns. The district reports 29.7% of teachers as "ineffective" based on federal reporting definitions, which include teachers serving under emergency permits, waivers, or temporary authorizations, and 1.2% with incomplete status.

This designation does not necessarily reflect instructional effectiveness but rather credentialing status. The district serves a student population with a high percentage of low-income and historically underserved students and ensures equitable access to qualified educators through intentional teacher assignment and heterogeneous student groupings. The district does not assign low-income or minority students at higher rates than other students to out-of-field or inexperienced teachers.

In response to the identified need related to credentialing and teacher support, the district is working to reduce reliance on emergency permits and waivers through recruitment, retention, and professional development efforts. The district provides mentoring, coaching, and targeted support for teachers serving under temporary authorizations because these supports increase teacher capacity and stability, which leads to improved instructional quality for students.

The district will continue to monitor staffing data annually and collaborate with site administrators and the county office to ensure all students have equitable access to appropriately credentialed and supported teachers.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The LEA implements a comprehensive strategy to support effective parent and family engagement in alignment with Section 1116. The district engages parents and families through multiple structures, including School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and LCAP engagement processes, to ensure meaningful participation in decision-making.

Parent and Family Engagement Policy:
The Parent and Family Engagement Policy is developed jointly with parents through SSC and advisory committee meetings and is reviewed and updated annually. The policy is distributed to all families to ensure awareness and access.

Building Parent Capacity:
The district provides workshops and resources focused on state academic standards, assessments, and strategies to support student learning at home because increasing parent understanding of academic expectations strengthens their ability to support student achievement.

Materials and Training:
The district offers literacy workshops, technology training, and resources to support student learning because providing families with tools and strategies increases their ability to engage in their child's education.

Educating Staff:
Staff receive professional development on effective communication and family engagement strategies because strong school-family partnerships improve student outcomes and engagement.

Coordination with Programs:
Parent engagement efforts are coordinated with federal, state, and local programs, because alignment across programs increases consistency and access for families.

Communication:
The district provides timely, accessible communication in multiple languages and formats because removing language and access barriers increases participation for families, including those with limited English proficiency or disabilities.

Two-Way Engagement and Feedback:
The district provides opportunities for parents to provide input through surveys, meetings, and advisory committees because ongoing feedback allows the district to adjust programs and services to better meet family and student needs.

Support for Participation:
The district provides reasonable support, including flexible meeting times and accessible formats, because reducing barriers increases participation among underrepresented families.

Alignment with LCAP:
Parent engagement efforts are aligned with the LCAP to ensure that family input informs district goals, actions, and resource decisions, supporting continuous improvement.

Through these strategies, the district promotes meaningful parent and family engagement that supports student success and strengthens partnerships between families and schools.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD engages parents and families through multiple structures, aligning parent and family engagement requirements under Section 1116 with the LCAP educational partner engagement process. The district uses the following strategies to ensure meaningful and ongoing engagement:

School Site Councils and Advisory Committees:
Both school sites maintain active School Site Councils (SSC), English Learner Advisory Committees (ELAC), and a District English Learner Advisory Committee (DELAC). These groups provide input, direction, and leadership on key decisions, including parent engagement and LCAP development, because engaging families in decision-making strengthens alignment between school programs and student needs.

Surveys and Feedback:
The district collects feedback from families through surveys administered throughout the year. This data is used to inform LCAP development and refine parent engagement strategies because ongoing input allows the district to adjust services to better meet family and student needs.

Family Participation Opportunities:
The district provides opportunities for families to participate through volunteer activities and school events. These opportunities strengthen relationships between families and schools because increased family presence supports student engagement and a sense of community.

Workshops and Forums:
The district has provided workshops, including a literacy-focused event, and will continue to expand opportunities focused on topics such as state standards and technology because providing families with knowledge and tools increases their ability to support student learning at home.

Title I Annual Meetings:

Both school sites participate in Title I and hold annual meetings to inform families about program requirements and their rights. These meetings support transparency and engagement because they ensure families understand available resources and how to access them.

Accessible Communication:
The district provides flexible meeting times and translation services to ensure all families can participate because reducing language and scheduling barriers increases engagement, particularly for underrepresented families.

Parent/School Compacts:
Parent/School Compacts are developed and reviewed with families to outline shared responsibilities for student success because clearly defined roles strengthen collaboration between home and school.

Staff Training:
Administrative teams and staff receive training on implementing effective family engagement strategies because building staff capacity improves communication and strengthens partnerships with families.

Through these coordinated efforts, LUSD ensures that parent and family engagement under Section 1116 is aligned with the LCAP educational partner engagement process and supports continuous improvement in student outcomes.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Lakeside Union School District operates Title I Schoolwide Programs at both school sites in accordance with ESSA Section 1114. These programs are designed to upgrade the entire educational program to improve academic outcomes for all students, with a focus on those who are low-income, English Learners, and other student groups demonstrating the greatest need. Services include standards-aligned instruction, academic interventions, and integrated supports through a Multi-Tiered System of Supports (MTSS).

The district does not operate Targeted Assistance Programs under Section 1115, as both schools are schoolwide.

The district does not operate programs for neglected or delinquent children or community day school programs. However, students identified as foster youth or experiencing homelessness receive supports through the district's MTSS framework and coordination with community agencies to ensure access to educational services.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD has two school sites, both identified as Title I schools operating Schoolwide Programs. Each site complies with federal and state requirements, including the Parent/School Compact, Parent and Family Engagement Policy, and Annual Title I meetings. The district uses a comprehensive needs assessment process and multiple measures of data to ensure Title I funds are used to improve outcomes for students demonstrating the greatest need.

Needs Assessment:
Each Title I school conducts an annual comprehensive needs assessment using current state and local data, including CAASPP, benchmark assessments, and local measures, to identify areas of need. This process informs how the school strengthens the academic program, increases access to instructional time, and provides targeted supports because aligning resources to identified needs improves student achievement.

Multiple Measures for Identification:
The district uses multiple measures to identify students in need of additional support, including:

- State assessments (CAASPP)
- Benchmark assessments
- DIBELS (tri-annual)
- Renaissance STAR Reading and Math (tri-annual)

These measures provide a comprehensive view of student performance because using multiple data sources allows for more accurate identification of student needs.

Schoolwide Strategies:
To support students, schools implement a range of strategies aligned to the Multi-Tiered System of Supports (MTSS), including:

- Protected Intervention Time: Dedicated time for targeted instruction because structured intervention increases access to skill-specific support
- Counseling Services: Support for social-emotional and attendance needs because addressing non-academic barriers improves engagement and learning
- Instructional Support Staff: Additional support from paraprofessionals and intervention staff because increased instructional support improves access to grade-level content
- Supplemental Resources: Materials and tools to support learning because targeted resources reinforce instruction
- Professional Development: Ongoing training in evidence-based practices because building teacher capacity improves instructional quality
- Collaborative Planning: Time for teachers to analyze data and plan interventions because collaboration leads to more effective instructional responses

Consultation and Collaboration:
Teachers, administrators, parents, paraprofessionals, and support staff collaborate to identify student needs and implement supports because shared decision-making ensures that services are responsive and effective.

Through these coordinated strategies, LUSD ensures that Title I funds support schoolwide improvements and provide additional support to students demonstrating the greatest need, resulting in increased access to effective instruction and improved student outcomes.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All staff at LUSD are committed to providing a safe, supportive, and academically rigorous environment for all students, including children and youth experiencing homelessness. The district implements the following strategies in alignment with the McKinney-Vento Homeless Assistance Act to support enrollment, attendance, and academic success:

Enrollment Process:
Office staff receive ongoing training on McKinney-Vento requirements to ensure immediate enrollment of homeless students because removing enrollment barriers ensures uninterrupted access to education. The district prioritizes prompt enrollment and works to eliminate barriers related to documentation, residency, or prior records.

Counseling and Student Support Services:
A credentialed counselor and Student Services staff provide direct support because coordinated services address academic, social-emotional, and attendance needs that may impact student success.

Academic Support:
The district coordinates with teachers and site leaders to provide targeted academic interventions because students experiencing homelessness may face disruptions in learning that require additional instructional support.

Basic Needs and Resources:
The district provides school supplies, clothing, hygiene items, and access to nutrition programs because meeting basic needs allows students to fully participate in school. Transportation support is provided to maintain school stability and consistent attendance.

Health and Mental Health Services:
The district collaborates with community-based organizations to provide access to mental health, medical, dental, and vision services because addressing health-related barriers improves student engagement and well-being.

Community and Interagency Coordination:
The district maintains partnerships with community organizations and agencies to provide referrals and resources because coordinated services ensure comprehensive support for students and families experiencing homelessness.

Family Engagement:
The district engages parents and guardians by providing information and assistance in accessing services because informed families are better able to support their child's education and stability.

Through these coordinated efforts, LUSD ensures that students experiencing homelessness have equitable access to educational opportunities and supports necessary for academic success, in alignment with Section 1113(c)(3)(A) and the McKinney-Vento Homeless Assistance Act.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

To support, coordinate, and integrate services with early childhood education programs, LUSD collaborates with local early childhood providers to align expectations, share information, and support student readiness for elementary school.

The district develops and implements transition plans that include orientation sessions, classroom visits, and opportunities for families to engage with school staff because early familiarity with the school environment reduces anxiety and supports student readiness.

LUSD maintains ongoing communication with early childhood educators to understand the strengths and needs of incoming students because sharing information allows for more effective instructional planning and support.

The district provides support services, including counseling, academic assistance, and family engagement opportunities, because coordinated supports help address academic and social-emotional needs during the transition to elementary school.

Student progress is monitored using entry-level assessments and local measures because early identification of learning needs allows staff to provide timely and targeted support.

Families are engaged through workshops and informational sessions because equipping families with knowledge and resources strengthens their ability to support their child's transition and early academic success.

Through these coordinated efforts, LUSD ensures a smooth transition from early childhood programs to elementary school, increasing student readiness and supporting long-term academic success.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD implements a coordinated approach to support student transitions across grade spans, from early learning through high school, to ensure continuity of academic and social-emotional support.

The district offers Transitional Kindergarten (TK) to support early learning and readiness for Kindergarten because early access to structured learning experiences builds foundational skills for long-term academic success. Kindergarten teachers also provide a “Get Ready, Set, Go” program prior to the start of the school year to support students and families in the transition to school because early orientation increases student confidence and family preparedness.

To support the transition from elementary to middle school, the district provides opportunities for students to visit the middle school campus, meet staff, and learn expectations because early exposure to the new environment reduces anxiety and supports student adjustment.

The district collaborates with its partnering high school to support the transition from middle school to high school. This includes parent education nights focused on high school expectations and college readiness because providing families with information and resources increases their ability to support their child’s academic pathway. Translation services are provided to reduce participation barriers. District and high school staff meet regularly to strengthen articulation and alignment of expectations across grade levels.

For students with disabilities, articulation meetings are conducted prior to transitions between sites to review Individualized Education Programs (IEPs) and ensure appropriate placement and supports because coordinated planning ensures continuity of services and access to grade-level instruction.

Through these coordinated transition strategies, LUSD supports students and families at key transition points, promoting readiness, continuity of services, and long-term student success.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD provides funding through the LCAP to support and enhance effective school library programs that promote digital literacy and academic achievement. The district ensures access to technology by providing a one-to-one device program for students in grades 1–8 and classroom-based technology access for Transitional Kindergarten and Kindergarten students because consistent access to technology supports student engagement and the development of digital learning skills (LCAP Goal 3, Action 1; Goal 1, Action 2).

Ongoing collaboration between teachers and library/media staff supports the integration of technology into instruction because coordinated planning ensures students develop the skills necessary to use digital tools effectively for learning.

To ensure students build age-appropriate technology skills, the district has developed a TK–8 technology scope and sequence because a structured progression of skills supports digital literacy development over time and prepares students for future academic and career demands.

Through these efforts, LUSD ensures equitable access to technology and digital learning opportunities, supporting student achievement and readiness for an increasingly technology-based environment.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

All staff, including teachers, paraprofessionals, and administrators, stay current with evolving state standards and evidence-based practices through on-site and off-site professional development (LCAP Goal 1 Action 1-4, Goal 3 Action 1, 2 & 4). For example, our district-wide professional development includes social-emotional training that focuses on suicide prevention and building healthy teacher-student relationships. The District will continue to implement a Multi-tiered System of Supports (MTSS) framework at school sites to provide universal supports for all students and tiered interventions for those struggling academically, socially, and/or emotionally. This approach particularly focuses on African Americans, Students with Disabilities, low-income students, and English Learners. The MTSS framework includes evidence-based practices such as positive behavior supports, social-emotional learning, and restorative practices (LCAP Goal 2 Action 1). Additionally, professional learning for staff will focus on English Language Development (ELD) standards for designated and integrated ELD, implementing effective evidence-based instructional strategies for English learners across all curricular areas (LCAP Goal 1 Action 4).

To further develop the sharing of best practices, both site administrators and classroom teachers have established classroom visits using the Instructional Rounds protocol. Our teachers also have opportunities to serve as leaders by mentoring teaching staff, serving as grade-level or department chairs, and participating in site and district committee initiatives and priorities. Finally, our administrative team meets with the superintendent monthly to review student data based on our LCAP goals and schedule professional development according to the needs of our students and staff.

After each professional development session, all attendees complete a feedback survey for continuous improvement. This feedback is vital in supporting all student groups, especially those identified as needing support per the California School Dashboard.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district engages in multiple public meetings with a variety of educational partner groups to ensure representation from all segments of the community. These meetings provide opportunities for diverse voices and perspectives to inform the development of the LCAP because inclusive engagement leads to more responsive and effective planning aligned to student and community needs.

Funding decisions are prioritized through the analysis of current state and local data using multiple measures to identify programs and resources aligned to LCAP goals and student needs (LCAP Goal 1, Actions 1, 2, and 4). The district uses its unduplicated pupil percentage to guide the allocation of tiered supports, with additional site-specific needs addressed through the School Plan for Student Achievement.

LUSD allocates resources to strengthen a differentiated professional development system because building staff capacity improves the implementation of evidence-based instructional practices and interventions for low-income students, English learners, foster youth, and other underperforming student groups.

The district continues to provide counseling services at both school sites because addressing social-emotional and behavioral needs supports student engagement and academic success. Counselors assist students in overcoming barriers to learning, support educational and personal adjustment, conduct risk assessments, and connect students and families with outside services (LCAP Goal 2, Actions 1 and 3).

Through these coordinated efforts, the district ensures that resources are strategically aligned to identified needs, supporting equitable access to services and improved outcomes for all students.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

LUSD continues to strengthen the use of data to conduct meaningful analysis of student performance, supported by a district-wide data platform that allows staff to access, analyze, and share data, including standards-aligned assessments (LCAP Goal 1, Actions 1, 2, and 3). The district has expanded its use of monitoring metrics within the LCAP and each site's School Plan for Student Achievement, with regular data reviews to identify needs, allocate resources, and evaluate program effectiveness because ongoing data analysis supports timely and informed decision-making.

Teachers and administrators participate in regular professional learning communities to analyze formative and summative assessment data and adjust instruction because collaborative data analysis improves instructional practices and student outcomes. This process informs the implementation of the Multi-Tiered System of Supports (MTSS), ensuring that students receive appropriate academic and social-emotional supports based on identified needs.

The district dedicates structured time throughout the year for staff to review benchmark assessment data in English Language Arts and Mathematics and develop action plans because focused data analysis leads to targeted instructional responses. School site and district walkthroughs are aligned to identified areas of need to support consistent implementation of effective practices.

Additional data, including staff, parent, and student surveys, are collected and analyzed to identify program strengths and gaps because incorporating multiple perspectives strengthens program design and resource allocation.

Data is shared regularly with educational partners, including staff, the governing board, parents, and the community. Disaggregated data is used to guide resource allocation and improve learning conditions because analyzing outcomes by student group ensures equitable access to supports and continuous improvement in student achievement.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD provides ongoing professional development for teachers, paraprofessionals, and administrators focused on evidence-based instructional practices to support English Learners (ELs). Training includes strategies such as tiered vocabulary, discussion protocols, sentence frames, and student engagement techniques because these approaches increase language development and access to grade-level content.

The district is committed to ensuring that all English Learners have access to intellectually engaging, standards-aligned curriculum because access to rigorous instruction supports both language acquisition and academic achievement. Each school site employs a qualified English Language Development (ELD) teacher to provide designated and integrated ELD instruction aligned to state requirements.

The district's ELD/RtI Coordinator supports implementation across both sites by overseeing ELPAC administration, monitoring student progress, and facilitating communication with families because consistent monitoring and communication improve student outcomes and family engagement.

School Site Councils (SSC), English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC) provide input on programs and professional development because engaging educational partners ensures services are responsive to student needs.

The district provides additional support through coaching, classroom-based assistance, and professional development led by the ELD/RtI Coordinator because ongoing support for staff strengthens instructional practices and improves outcomes for English Learners. The district also maintains systems to monitor reclassification and progress of English Learners because tracking outcomes ensures that students receive appropriate supports over time.

These services and supports are coordinated and funded to supplement core services, ensuring that English Learners receive additional support beyond the base program to improve language development and academic success.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each school site provides supplemental instructional programs to support immigrant, migrant, and English Learner students in developing academic language and literacy skills. Programs such as Amplify Reading, STAR Reading, and other intervention tools are used to provide targeted support because structured, research-based programs strengthen reading development and language acquisition.

Student progress is monitored regularly through benchmark assessments and program data because ongoing progress monitoring allows staff to identify learning gaps and adjust instruction in a timely manner. When students do not demonstrate expected progress, additional supports and interventions are provided, and parents and guardians are informed to support student learning at home.

District and site administrators review student data and share findings with School Site Councils (SSC), English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC) because engaging educational partners ensures transparency and allows input to inform program improvements.

The district collaborates with the Kern County Superintendent of Schools to provide additional services and resources because coordinated support increases access to academic, social-emotional, and family services for immigrant and migrant students.

Through these coordinated efforts, LUSD ensures that immigrant, migrant, and English Learner students receive targeted support to improve academic outcomes and language development.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learners (ELs) receive a minimum of 200 minutes of designated English Language Development (ELD) instruction per week. Staff providing designated ELD receive ongoing training and support from the ELD Coordinator to adapt curriculum and instruction because targeted, standards-aligned instruction accelerates English language development and access to grade-level content.

Designated ELD provides consistent, systematic instruction focused on language acquisition because structured language development supports students in building the skills necessary for academic success. Instruction includes small group learning, evidence-based materials, and high academic expectations to ensure all students are engaged in rigorous learning.

The district monitors the progress of English Learners, including those at risk of becoming Long-Term English Learners, because early identification and targeted intervention prevent long-term gaps in language development. Instructional planning is informed by clearly defined student needs and goals.

In addition to the core ELA/ELD curriculum, teachers use supplemental programs such as Amplify, Read Naturally, and other intervention tools because additional supports provide differentiated instruction to meet diverse student needs.

The district implements a systematic monitoring process for English Learners and Reclassified Fluent English Proficient (RFEP) students. The ELD/RtI Coordinator reviews student progress and communicates with staff and families on a regular basis because consistent monitoring and communication ensure that students continue to make progress and receive appropriate supports.

Through these coordinated efforts, LUSD ensures that English Learners receive targeted, effective instruction to support language development and academic achievement.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD provides ongoing professional development to support English Learners (ELs) and the effective implementation of designated and integrated English Language Development (ELD) programs. District leadership monitors EL progress throughout the school year because regular review of student data ensures that instruction and supports are aligned to student needs. Progress, achievement, and program effectiveness for English Learners are reviewed during site visits and data analysis meetings.

Staff provide targeted support to ensure English Learners make progress toward English proficiency because differentiated instruction during the school day increases access to both language development and grade-level content. The English Language Development Coordinator monitors EL progress regularly and tracks Reclassified Fluent English Proficient (RFEP) students for four years after reclassification because ongoing monitoring ensures continued academic success.

Long-Term English Learners (LTELs) and RFEP students receive targeted interventions based on identified needs because focused supports address gaps in language development and academic performance. The district collaborates with site leaders to implement interventions and provides structured opportunities, such as Academic Language Development during the school day, to strengthen language acquisition.

The district shares EL performance data regularly with School Site Councils (SSC), English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC) because engaging educational partners supports transparency and ensures programs are responsive to student needs.

Through these coordinated efforts, LUSD ensures that English Learners receive effective instruction and support to achieve English proficiency and academic success.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD collaborates with the Kern County Superintendent of Schools to support the academic, social-emotional, and physical well-being of students. The district continues to address ongoing student needs related to mental health, engagement, and academic readiness because these factors directly impact student learning and success.

Through this partnership, the district provides access to additional services and resources that support early intervention and student well-being. The district has implemented a one-to-one device program for students in grades 1–8 because consistent access to technology supports engagement, access to instructional materials, and the development of digital learning skills.

The district also implements age-appropriate digital citizenship instruction because teaching students to use technology safely and responsibly supports positive learning environments and student well-being.

These initiatives are monitored regularly by grade-level teams, site administration, and the District Technology Director because ongoing monitoring ensures effective implementation and allows for timely adjustments based on student needs.

Additional data, including staff, student, and family feedback, along with formative and summative assessments, are used to evaluate program effectiveness because incorporating multiple data sources supports continuous improvement and informed decision-making.

Through these coordinated efforts, LUSD ensures that students receive the supports necessary to maintain well-being, engage in learning, and achieve academic success.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

LUSD conducts a needs assessment using multiple data sources, including chronic absenteeism, suspension rates, student surveys, and academic performance data, to identify areas of need.

Current data shows improvement in attendance (22.9% chronic absenteeism, Yellow) and low suspension rates (1.4%, Blue), though higher rates persist for Foster Youth and Students with Disabilities, indicating a need for continued targeted supports.

Student survey data also indicates lower levels of school connectedness and safety at the middle school level, highlighting a need to strengthen student engagement and school climate.

These data, along with input from educational partners, are used to guide the use of Title IV, Part A funds to support student engagement, well-being, and access to educational opportunities.

What activities will be included within the support for a well-rounded education?

To support a well-rounded education, the district will provide access to academic interventions, enrichment opportunities, and integrated support services, including counseling and health services, because addressing both academic and social-emotional needs increases student engagement and access to learning. Additional supports include standards-aligned instruction, technology access, and targeted programs to strengthen student achievement across content areas.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The effectiveness of activities funded under Title IV, Part A will be evaluated using multiple measures, including chronic absenteeism rates, suspension rates, student survey data (school climate and engagement), and academic performance data. These indicators will be reviewed regularly because analyzing multiple data sources provides a more comprehensive understanding of program impact. Results will be used to identify areas of need, adjust strategies, and inform future program planning.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The district uses multiple indicators to examine needs for improvement, including chronic absenteeism, suspension rates, student survey data (school connectedness and safety), and academic performance data (CAASPP results). Current data shows chronic absenteeism at 22.9% (Yellow), with higher rates for Foster Youth and Socioeconomically Disadvantaged students, and suspension rates at 1.4% (Blue), with higher rates for Students with Disabilities and Foster Youth. Student survey data also indicates lower levels of connectedness and safety at the middle school level. These measures are used to identify areas of need and guide program planning.

What activities will be included within the support for safety and health of students?

To support the safety and health of students, the district provides counseling, mental health services, health services, and implementation of schoolwide systems such as Positive Behavioral Interventions and Supports (PBIS) because addressing social-emotional, behavioral, and physical health needs improves student well-being and engagement. Additional supports include attendance interventions, safe school practices, and partnerships with community agencies to provide access to health and wellness resources.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The effectiveness of activities funded under Title IV, Part A will be evaluated using multiple measures, including chronic absenteeism rates, suspension rates, student survey data (school climate, safety, and engagement), and academic performance data. These indicators will be reviewed regularly because using multiple data sources provides a more complete understanding of program effectiveness. The results will be used to identify trends, adjust strategies, and inform future program planning.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Not applicable

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Not applicable

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not applicable

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

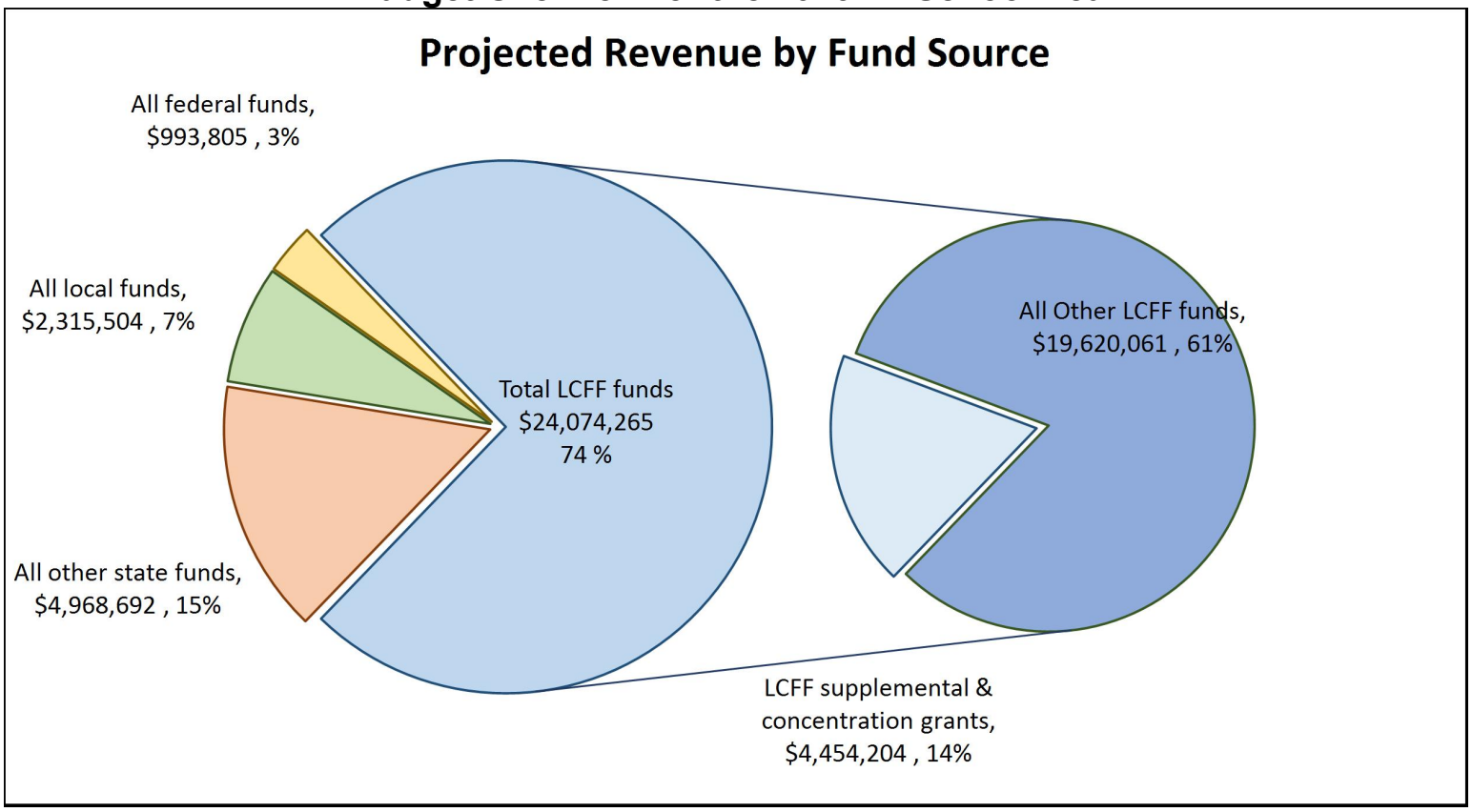
During the 2025/2026 school year.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Union School District
CDS Code: 15-63552-0000000
School Year: 2026-27
LEA contact information:
Ty Bryson
District Superintendent
tbryson@lakesideusd.org
661-836-6658

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

Budget Overview for the 2026-27 School Year

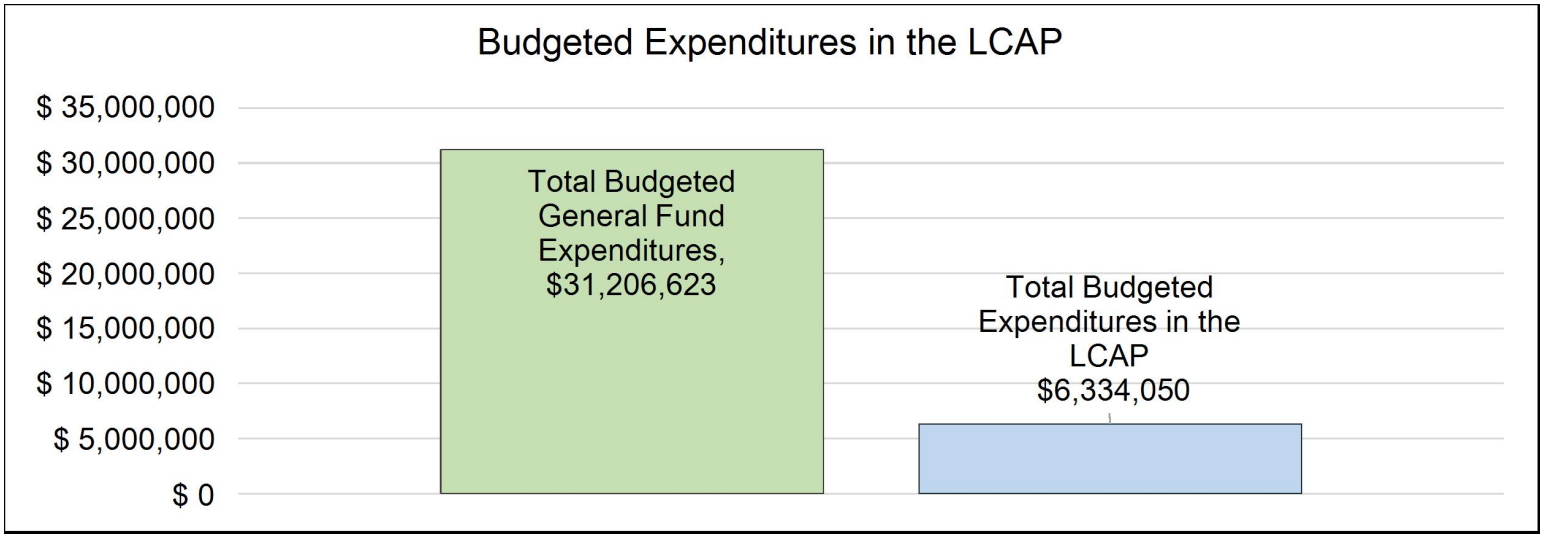


This chart shows the total general purpose revenue Lakeside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lakeside Union School District is $32,352,266, of which $24,074,265 is Local Control Funding Formula (LCFF), $4,968,692 is other state funds, $2,315,504 is local funds, and $993,805 is federal funds. Of the $24,074,265 in LCFF Funds, $4,454,204 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lakeside Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lakeside Union School District plans to spend $31,206,623 for the 2026-27 school year. Of that amount, $6,334,050 is tied to actions/services in the LCAP and $24,872,573 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

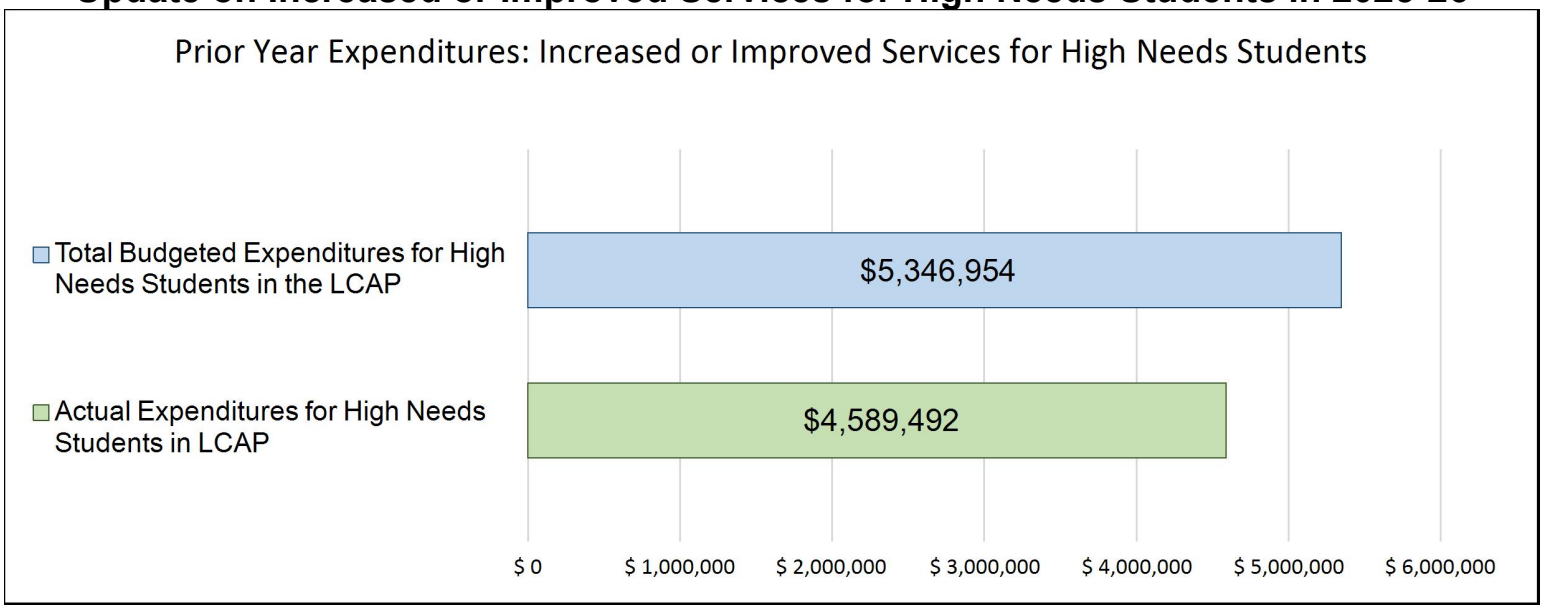
General Fund budget expenditures not included in the LCAP consist of essential operational costs necessary to sustain district functions. These include staff salaries and benefits, instructional and operational supplies, contracted services that support day-to-day operations, and capital outlay projects for facility improvements and infrastructure needs. Additionally, expenditures may be supported by a combination of state, federal, and local funding sources.

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

In 2026-27, Lakeside Union School District is projecting it will receive $4,454,204 based on the enrollment of foster youth, English learner, and low-income students. Lakeside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lakeside Union School District plans to spend $5,163,552 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Lakeside Union School District's LCAP budgeted $5,346,954 for planned actions to increase or improve services for high needs students. Lakeside Union School District actually spent $4,589,492 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $757,462 had the following impact on Lakeside Union School District’s ability to increase or improve services for high needs students:

The district received one-time revenues designated for specific purposes that align with LCAP goals and actions. To maximize available resources, these one-time funds were utilized to support applicable LCAP-aligned expenditures in place of LCFF funding. This approach allowed the district to preserve LCFF resources while still implementing planned actions and services.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

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

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

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

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

a sense of community among its students, families, and staff members. LUSD has no identified equity multiplier sites. Lakeside Union School District Facts:

(Data from KiDS, March 2026)
Two school sites:

- Lakeside School serving grades TK-8th with 927 students
- Donald E. Suburu School serving grades Preschool SDC & TK-5th with 824 students

District Ethnic Diversity (students):

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

District Student Groups (by percentage):

- English Learners 15%
- Long Term English Language Learner 1%
- Eligible for free or reduced price meals 59%
- Homeless 0.3%
- Foster Youth 0.3%
- Students with Disabilities 14%

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

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

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

Reflections: Annual Performance

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

Lakeside Union School District (LUSD) reviewed the 2025 California School Dashboard and 2025–26 local data, including Kern Integrated Data System (KiDS) suspension and grade distribution reports, to evaluate progress across state priorities and identify areas requiring intensified support.

Areas of Growth and Strength

English Language Arts (ELA)
District-wide ELA Distance from Standard increased by 6.6 points. Growth was observed across student groups, including English Learners (+9.3), Long-Term English Learners (+5.4), Socioeconomically Disadvantaged students (+5.1), and Students with Disabilities (+5.3).
This improvement reflects strengthened Tier I literacy instruction and expanded designated and integrated ELD structures, which increased access to grade-level standards for unduplicated pupils. During the 2025–26 school year, grade-level teams participated in professional development to identify essential standards and develop common benchmark assessments to monitor student progress toward grade-level expectations.

Mathematics
District-wide mathematics performance improved by 2.0 points, with growth across English Learners (+3.9), Long-Term English Learners (+5.4), Socioeconomically Disadvantaged students (+1.2), and Students with Disabilities (+2.0).
While growth occurred, the Distance from Standard data indicates that additional acceleration is necessary to close longstanding performance gaps. During the 2025–26 school year, teachers participated in targeted mathematics professional development focused on structured lesson design, scaffolding strategies, and the use of formative assessment to adjust instruction. These trainings were implemented to strengthen Tier I instruction in response to persistent Distance from Standard gaps.

English Learner Progress Indicator (ELPI)
51.7% of English Learners made progress toward English proficiency, representing a 10.8% increase. This improvement aligns with strengthened language development systems and increased monitoring of EL progress.

Chronic Absenteeism (Priority 5)
Chronic absenteeism decreased to 22.9% overall (down 5.9%). Reductions were observed across student groups:
English Learners (-7%)
Socioeconomically Disadvantaged (-4.6%)
Students with Disabilities (-8.9%)
Foster Youth (-34.6%)
These reductions suggest that attendance outreach, monitoring, and family communication systems improved engagement and reduced missed instructional time.

Suspension Rates (Priority 6)

District-wide suspension rates decreased to 1.4% (down 4.6%), with reductions across English Learners (-5.6%), Socioeconomically Disadvantaged (-4.8%), Students with Disabilities (-4.4%), and Foster Youth (-6.5%).
This decline indicates that behavioral supports and restorative practices increased student access to instructional time.

Areas Requiring Focused Improvement
Despite measurable growth, several indicators remain in the lowest performance levels, requiring intensified and targeted strategies.

Mathematics – Distance from Standard (Red for SWD District-wide and Hispanic students at Lakeside School)
Significant DFS gaps remain for:
Long-Term English Learners (-179.7)
Students with Disabilities (-147.8)
English Learners (-111.3)
Socioeconomically Disadvantaged (-90.2)

Although improvement occurred, these data indicate that current instructional strategies are not yet sufficient to close performance gaps. Strengthening Tier I math instruction, providing structured intervention cycles, and increasing scaffolded access to grade-level problem-solving remain priorities.

ELA Performance Gaps
Students with Disabilities (-114), Long-Term English Learners (-91.9), and English Learners (-67.5) remain in the lowest performance levels despite growth. This indicates a need for deeper alignment between core literacy instruction and designated ELD, along with increased progress monitoring for intervention effectiveness. District-wide ELA professional development was provided to strengthen alignment between core literacy instruction and designated ELD, with emphasis on academic language development and structured reading routines for diverse learners.

Chronic Absenteeism with elevated subgroup rates
While no subgroup is currently Red, rates remain elevated for:
Foster Youth (36.0%)
Students with Disabilities (29%)
Socioeconomically Disadvantaged (25.4%)
These rates indicate that attendance barriers persist for vulnerable students, requiring sustained case management and school-based attendance teams.

Suspension Disproportionality
Although overall rates declined, Foster Youth (18.5%) and Students with Disabilities (3.4%) remain disproportionately represented. Continued focus on inclusive practices and early behavioral intervention is necessary to reduce exclusionary discipline.

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

Local Data Review (March 2026)

Local KiDS data provides mid-year indicators to monitor progress toward Dashboard outcomes:

Lakeside School Suspension Rate
- All Students: 0.90%
- AA at 0.0%
- EL at 1.45%
- SWD at 3.03%
- TOM at 0.0%

Lakeside School Core Subjects Summary ELA D & F %
- All Students: 22.29%
- AA at 28.38%
- EL at 27.78%
- SWD at 28.03%
- Hispanic 23.97%
- TOM at 27.31%

Lakeside School Core Subjects Summary Math D & F %
- All Students: 21.88%
- AA at 27.93%
- EL at 25.05%
- SWD at 22.31%
- Hispanic 23.39%
- TOM at 32.14%

Donald E. Suburu School Suspension Rate
- All Students: 0.58%
- AA at 2.17%
- EL at 0.0%
- SWD at 1.69%
- TOM at 2.08%
- AS at 0.0%

Donald E. Suburu School Grades Distribution Period 3 ELA D & F %
- All Students: 19.68%
- AA at 24.32%
- EL at 25.88%

- SWD at 18.70%
- TOM at 63.67%
- AS at 20.93%

Donald E. Suburu Grades Distribution Period 3 Math D & F %
- All Students: 22.97%
- AA at 24.00%
- EL at 28.23%
- SWD at 21.96%
- TOM at 36.67%
- AS at 11.63%

These course failure rates serve as early indicators of potential CAASPP performance gaps. Because D/F grades reflect access to and mastery of grade-level content, targeted intervention cycles and differentiated core instruction will be prioritized for identified subgroups.

Lowest Performance (Red) Indicators – 2025 Dashboard
- ELA (Red): No student groups identified.
- Mathematics (Red): Students with Disabilities (District-wide; both sites) and Hispanic students (Lakeside School).
- Suspension (Red): None identified.
- Chronic Absenteeism (Red): None identified.

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

2025-26 Local Control and Accountability Plan for Lakeside Union School District Page 8 of 106
- ELA (Red): African American (District-wide), Students with Disabilities (District-wide; Schools: Lakeside, Suburu), English Learners (School: Lakeside)
- Math (Red): All Students (District-wide; School: Lakeside), African American (District-wide), English Learners (District-wide; School: Lakeside), Students with Disabilities (District-wide; Schools: Lakeside, Suburu), Two or More Races (District-wide), Hispanic (School: Lakeside)
- Suspension Rate (Red): All Students (District-wide), African American (District-wide; School: Lakeside), English Learners (District-wide; School: Lakeside), Foster Youth (District-wide), Hispanic (District-wide; School: Lakeside), Students with Disabilities (District-wide; Schools: Lakeside), Two or More Races (District-wide; School: Lakeside), White (District-wide; School: Lakeside), Socioeconomically Disadvantaged (School: Lakeside)
- Chronic Absenteeism (Red): African American (School: Suburu), Asian (School: Suburu), and Students with Disabilities (School: Suburu)

Response & Action Plan: To address disparities identified from the Schools and Student Groups at the lowest performance (Red) level on the 2023 (and current 2025) dashboards, LUSD is implementing targeted interventions:

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

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

As part of a comprehensive needs assessment, the LEA reviewed state and local assessment data, attendance data, behavior data, English learner progress data, and educational partner feedback as part of the annual review process. While progress was observed in several areas, the review identified continued needs related to literacy achievement, intervention services for students performing below grade level, English learner supports, student engagement, attendance, and school climate.

Implementation of intervention supports, English Language Development (ELD) professional learning, Positive Behavioral Interventions and Supports (PBIS), and attendance engagement efforts contributed to positive outcomes for many students. However, local data indicate that additional support is needed to accelerate academic growth, strengthen student engagement, and improve attendance outcomes for identified student groups.

As a result of this review, the LEA will continue to prioritize academic intervention (Action 1.1), English learner supports (Action 1.4), student engagement strategies (Action 2.1), and attendance improvement efforts (Action 2.3) in the 2026–27 LCAP. Learning Recovery Emergency Block Grant (LREBG) funds will be utilized to support these priorities and address ongoing student learning recovery and engagement needs. All four of these priorities align with the stated allowable uses for LREBG funds. For additional details, see descriptions within each of these four identified actions.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, Lakeside Union School District was not found eligible for Differentiated Assistance (DA). Despite this status change, the district will continue implementation of the improvement efforts initiated during the DA process to sustain progress and support improved outcomes for student groups. Prior DA identification was based on performance indicators in:

- State Priority 6 (School Climate) – Suspension Rate
- State Priority 5 (Student Engagement) – Chronic Absenteeism
- State Priority 4 (Student Achievement) – English Language Arts, Mathematics, and English Learner Progress

In January 2026, district leadership engaged in a collaborative review of state and local performance data with the Kern County Superintendent of Schools. This review included analysis of suspension rates, chronic absenteeism, English Language Arts and Mathematics achievement, English Learner Progress, and subgroup performance trends. The purpose of this collaboration was to reflect on progress since exiting DA status and identify areas requiring continued attention.

Although the district is no longer receiving formal technical assistance, these indicators continue to be monitored through structured leadership data review cycles to ensure sustained improvement and prevent re-identification.

The district maintains focus on student groups previously identified for performance gaps, including African American students, English Learners, Foster Youth, Students with Disabilities, students identified as Two or More Races, and students experiencing homelessness.

Ongoing implementation of LCAP actions — including targeted academic instruction (Goal 1, Actions 1 and 2) and Positive Behavioral Interventions and Supports (Goal 2, Action 1; ATS Goal 2, Action 4) — supports continued progress in the areas previously identified for assistance.

The district remains committed to continuous improvement through collaborative partnership with the Kern County Superintendent of Schools and internal data review processes designed to sustain growth and promote equitable student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners, including but not limited to: • Teachers • Classified Staff • Administrators • Parents and Parent Advisory • Students Advisory Group • Community Members • Other Educational Partners	• We prioritize collaboration with all educational partners in the development of our Local Control and Accountability Plan (LCAP) to ensure a comprehensive and inclusive approach to addressing the needs of our students. This engagement encompasses meaningful dialogue and input from teachers, classified staff, administrators, parents, students, community members, and other educational partners. Through regular meetings, forums, surveys, and workshops, we seek diverse perspectives and insights to inform the goals, strategies, and actions outlined in the LCAP. By fostering a culture of partnership and collective responsibility, we strive to create a plan that reflects the needs and aspirations of our entire educational community and promotes equity, excellence, and student success for all (2026/2027 School Year). • For our students, we ensure meaningful engagement by involving middle school students in the LCAP process through ongoing input shared during their ASB (advisory) meetings throughout the year. We also collect a broad range of student perspectives through regular surveys, which help inform the development of goals, strategies, and actions in the LCAP (2026/2027 School Year). • Held a public hearing to provide an update regarding the specific actions and expenditures in the 2025 LCAP (February 2026).

Educational Partner(s)	Process for Engagement
	• Posted the LCAP for public comment prior to public hearing (June 2026) • Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP (June 2026) • Adopted the LCAP and budget at the board meeting and reported local indicator data as a non-consent item (June 2026) • Posted the adopted LCAP prominently on our district web page (July 2026)
Students and families	Hosted our annual barbeque to engage with students and families and to discuss needs they might have (May 2026).
Students	Surveyed 4th-8th grade students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (January 2026).
School Site Educational Partners (Parent Informational Meetings and School Site Council Meetings)	Surveyed educational partner groups separately at each school site to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (2025/2026 School Year).
Administration, Principals and Local Bargaining Unit Lakeside School & Donald E. Suburu School Teachers Association (LSTA) & Lakeside California School Employee Association (LCSEA)	Conducted input gathering sessions at each school site during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs (2025/2026 School Year).
Administrators/Principals	Conducted LCAP meetings with administration to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided (Bimonthly-2025/2026 School Year)
SELPA Administrator/Director of Student Support Services	Met quarterly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to: Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs; Identifying specific actions in the LCAP to address student needs; and identifying professional development opportunities needed to support the capacity of teachers, classified and administrators serving SWD (Quarterly-2025/2026 School Year).

Educational Partner(s)	Process for Engagement
English Learner Advisory Committee	Presented the LCAP to the English Learner Advisory Committee (October 2025 & January 2026). No comments were received for the Superintendent to responded to.
Local Bargaining Units (LSTA & LCSEA) & Families	Held LCAP Forum for Local Bargaining Units (LSTA & LCSEA) and LCAP Forum for Families to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs (January 2026).

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

The adopted LCAP was directly shaped by feedback gathered from families, students, teachers, mentors, and new teachers through district surveys and engagement processes. The district analyzed this feedback to identify strengths to sustain, perception gaps between groups, and areas requiring refinement. These findings informed revisions to goals, actions, and resource allocation.

Academic Achievement
(Goal 1: Actions 1.1, 1.2, 1.4; Goal 3: Action 3.4)
Educational partner feedback highlighted both instructional strengths and areas for improvement.

Family survey results indicated that only 39% agreed students struggling in reading receive adequate support and 48% agreed regarding math support. Students identified Reading/Language Arts (50%) and writing (37%) as challenging areas. While staff reported strong benchmark alignment to standards (90–95% positive), only 58% indicated RtI strategies effectively support struggling students, and 58–63% rated academic coaching as effective.

New teacher feedback indicated confidence overall (90% feel well-equipped), but identified a need for additional support in serving students with disabilities and English Learners.

As a result, the adopted LCAP was refined to:

- Strengthen Tier I literacy and math instruction
- Clarify and improve RtI implementation
- Expand coaching with emphasis on small group instruction
- Increase professional development focused on differentiation, Special Education, and English Learner strategies
- Improve transparency for families regarding intervention systems and progress monitoring

These refinements directly respond to identified gaps in perceived academic support and instructional effectiveness.

School Climate and PBIS
(Goal 2: Action 2.1)
Students reported strong understanding of school rules (98.4%), but fewer reported feeling safe and happy because of the rules (58.7%) or

recognized for positive behavior (54.2%). Staff and family responses regarding PBIS effectiveness ranged between 50–60% positive.

Because feedback reflected strong expectations but inconsistent implementation and recognition systems, the adopted LCAP prioritized:

- Increased consistency of PBIS implementation across classrooms
- Strengthened recognition systems
- Staff recalibration and targeted training
- Enhanced Tier I behavior supports
- These adjustments were incorporated to improve fidelity and student experience within existing PBIS systems.

Family Engagement and Communication
(Goal 2: Action 2.2; Goal 3: Actions 3.5–3.8)
Survey results revealed that 45% of families agreed there were meaningful engagement opportunities, while 48% disagreed. Additionally, 40% expressed dissatisfaction with school communication. In contrast, staff reported high confidence in teacher communication (95%), indicating a perception gap.

At the same time, families identified strengths in extracurricular programming (76–78% positive) and attendance messaging (76% positive).

In response, the adopted LCAP was influenced to:

- Improve clarity, consistency, and accessibility of communication
- Expand structured and meaningful engagement opportunities
- Increase transparency regarding academic supports and student progress
- Sustain investment in extracurricular programs and attendance messaging

These actions aim to address communication gaps while sustaining programs families value.

Mentorship and Induction Supports
(Goal 3: Action 3.2)
Survey data affirmed strong mentorship systems (74% of new teachers feel supported; 93% of mentors report significant impact). However, new teachers requested additional support in serving students with disabilities and English Learners.

As a result, the LCAP maintains strong mentorship structures while integrating targeted professional development focused on Special Education and English Learner instructional practices.

Campus Environment
(Goal 3: Action 3.3)
Students reported concerns regarding campus cleanliness (62.2% negative). This feedback informed site-level operational planning and increased attention to campus maintenance visibility and shared responsibility structures.

Overall Influence of Educational Partner Feedback

Educational partner input directly influenced the adopted LCAP by:

- Strengthening literacy and math instructional focus
- Refining RtI and coaching implementation
- Expanding professional development for Special Education and English Learner supports
- Recalibrating PBIS systems for greater consistency
- Enhancing family engagement and communication systems
- Sustaining strong extracurricular programming and attendance messaging
- Maintaining and strengthening mentor and induction supports

The adopted LCAP reflects both areas for growth and strengths identified by educational partners, ensuring that district priorities align with community input and support continuous improvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from Standard (DFS) on CAASPP ELA Assessment Source: CA School Dashboard	2023 CAASPP ELA Distance from Standard • All Students - 34.1 • EL -64.8	2024 CAASPP ELA Distance from Standard	2025 CAASPP ELA Distance from Standard	2026 CAASPP ELA Distance from Standard	Distance from Standard: • All Students +2.5 (-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4(a): Statewide assessments	• FY-No Data • Homeless -No Data • SED -43.2 • SWD -117.2 • AA -74.3 • TMR -45.6 Performance Level LUSD • All students Orange • EL Orange • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR Orange	• All Students -38.2 • EL -76.8 • FY-No Data • Homeless -No Data • SED -47.4 • SWD -119.3 • AA -81.3 • TMR -34.8 Performance Level LUSD • All students Orange • EL Red • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR No Color	• All Students -31.6 • EL -67.5 • LTEL -91.9 • FY-No Data • Homeless -40.9 • SED -42.3 • SWD -114 • AA -74.3 • TMR -37.1 Performance Level LUSD • All students Yellow • EL Yellow • LTEL Orange • FY No Color • Homeless No Color • Hispanic Yellow • SED Yellow • SWD Orange • AA Orange • TMR No Color	• All Students -25.1 • EL -55.8 • FY-No Data • Homeless -No Data • SED -34.2 • SWD -108.2 • AA -65.3 • TMR -36.6 Performance Level LUSD • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Yellow • TMR Yellow	34.1 to -31.6) • EL -2.7 (-64.8 to -67.5) • FY-No Data • Homeless No Data to -40.9 • SED +0.9 (-43.2 to -42.3) • SWD +3.2 (-117.2 to -114) • AA No change (-74.3 to -74.3) • TMR +10.8 (-45.6 to -37.1) Performance Level LUSD: • All students: Increased (Orange to Yellow) • EL: Increased (Orange to Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• FY: No Color • Homeless: No Color • Hispanic: Increased (Orange to Yellow) • SED: Increased (Orange to Yellow) • SWD: Increased (Red to Orange) • AA: Increased (Red to Orange) • TMR: N/A (Orange to No Color)
1.2	Distance from Standard (DFS) on CAASPP Math Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP Math Distance from Standard LUSD • All Students -85.3 • EL -99.6 • FY-No Data • Homeless -No Data • SED -89.1 • SWD -158.8	2024 CAASPP Math Distance from Standard LUSD • All Students -85.3 • EL -115.2 • FY-No Data	2025 CAASPP Math Distance from Standard LUSD • All Students -83.3 • EL -111.3 • LTEL -179.7	2026 CAASPP Math Distance from Standard LUSD • All Students -76.3 • EL -90.6 • FY-No Data	Distance from Standard LUSD: • All Students +2.0 (-85.3 to -83.3) • EL -11.7 (-99.6 to -111.3) • FY-No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• AA -119.4 • Hispanic -89.1 • TMR -104.7 Performance Level LUISD • All students Orange • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • Hispanic Orange • TMR Red Distance from Standard Lakeside School • All Students -99.7 • EL -127.2 • FY-No Data • Homeless -No Data • SED -102.4 • SWD -177 • AA -132.4 • Hispanic -104.3 • TMR -133.1 Performance Level Lakeside School • All students Red	• Homeless -No Data • SED -91.4 • SWD -145.8 • AA -118.7 • Hispanic -92.6 • TMR -56.3 Performance Level LUISD • All students Orange • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Orange • AA Red • Hispanic Orange • TMR No Color Distance from Standard Lakeside School • All Students -96.3 • EL -131.6	• FY-No Data • Homeless -80.5 • SED -90.2 • SWD -147.8 • AA -113.5 • Hispanic -89.1 • TMR -62.2 Performance Level LUISD • All students Orange • EL Orange • LTEL Orange • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Orange • Hispanic Yellow • TMR No Color Distance from	• Homeless -No Data • SED -80.1 • SWD -149.8 • AA -110.4 • Hispanic -21.2 • TMR -95.7 Performance Level LUSD • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Orange • Hispanic Green • TMR Orange Distance from Standard Lakeside School • All Students -90.7	• Homeless -No Data • SED -1.1 (-89.1 to -90.2) • SWD +11 (-158.8 to -147.8) • AA +5.9 (-119.4 to -113.5) • Hispanic No change (-89.1 to -89.1) • TMR +42.5 (-104.7 to -62.2) Performance Level LUSD: • All students: No change (Orange to Orange) • EL: Increased (Red to Orange) • FY: No Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• EL Red • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • Hispanic Red • TMR No Color	• FY-No Data • Homeless -No Data • SED - 103.3 • SWD - 171.1 • AA -148.9 • Hispanic - 101.2 • TMR Performance Level Lakeside School • All students: Orange • EL Red • FY No Color • Homeless • SED Red • SWD Orange • AA No Color • Hispanic Orange • TMR No Color	Standard Lakeside School • All Students -93.3 • EL -127.4 • LTEL - 179.6 • FY-No Data • Homeless -No Data • SED -98.3 • SWD - 173.6 • AA -120.6 • Hispanic - 98.8 • TMR -76.4 Performance Level Lakeside School • All students: Yellow • EL Orange • LTEL No Color • FY No Color • Homeless No Color • SED Orange • SWD Red	• EL -118.2 • FY-No Data • Homeless -No Data • SED -93.4 • SWD -168 • AA -123.4 • Hispanic - 95.3 • TMR -124 Performance Level Lakeside School • All students Orange • EL Orange • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Orange • Hispanic Orange • TMR No Color	• Homeless: No Color • Hispanic: Increased (Orange to Yellow) • SED: No change (Orange to Orange) • SWD: No change (Red to Red) • AA: Increased (Red to Orange) • TMR: Red to No Color Distance from Standard Lakeside School • All students +6.4 (-99.7 to -93.3) • EL -0.2 (-127.2 to -127.4) • FY No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• AA No Color • Hispanic Red • TMR No Color		• Homeless No Data • SED +4.1 (-102.4 to -98.3) • SWD +3.4 (-177 to -173.6) • AA +11.8 (-132.4 to -120.6) • Hispanic +5.5 (-104.3 to -98.8) • TMR +56.8 (-133.1 to -76.4) Performance Level Lakeside School • All students: Increased • EL: Increased • FY: N/A • Homeless: N/A • SED: No change (Orange to Orange) • SWD: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Red to Red) • AA: N/A • Hispanic: No change (Red to Red) • TMR: N/A
1.3	Distance from Standard (DFS) on CAASPP Science Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 19% • EL 0% • FY No Data • Homeless No Data • SED 19% • SWD 3.70% • AA No Data • TMR 0%	2024 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 24.19% • EL 0% • FY No Data • Homeless No Data • SED 20.45% • SWD 4.55% • AA No Data • TMR No Data Distance from Standard LUSD	2025 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 27% • EL 2.04% • FY No Data • Homeless No Data • SED 21.85% • SWD 0% • AA 5.26% • TMR 35.29% The CAASPP Science assessment changed its reporting metric from Distance from	2026 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 24.1% • EL 7.7% • FY N/A • Homeless N/A • SED 22.5% • SWD 7.2% • AA 31.3% • TMR 11.9% Distance from Standard LUSD • All Students -12	Met/Exceed: • All Students +8% (19% to 27%) • EL +2.04% (0% to 2.04%) • FY No Data • Homeless No Data • SED +2.85% (19% to 21.85%) • SWD - 3.70% (3.70% to 0%) • AA N/A (N/A to 5.26%) • TMR +35.29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• All Students -17 • EL -34 • FY-No Data • Homeless -31 • SED -19 • SWD -27 • AA -19 • Hispanic -19 • TMR -17 • LTEL -31	Standard (DFS) to Average Science Points to provide ease of interpretation. Average Science Points LUSD • All Students 50.3 • EL 42.1 • LTEL 41.8 • FY-No Data • Homeless No Data • SED 46.5 • SWD 32.1 • AA 33.6 • Hispanic 49 • TMR No Data	• EL -29 • FY-No Data • Homeless -26 • SED -14 • SWD -22 • AA -14 • Hispanic -14 • TMR -12 • LTEL -26	(0% to 35.29) The CAASPP Science assessment changed its reporting metric from Distance from Standard (DFS) to Average Science Points to provide ease of interpretation. Average Science Points LUSD • All Students: N/A • EL: N/A • FY: N/A • Homeless: N/A • SED: N/A • SWD: N/A • AA: N/A • Hispanic: N/A • TMR: N/A • LTEL: N/A
1.4	English Learner Progress Indicator (ELPI)	2023 CA Dashboard ELPI 50.6% making progress towards English language proficiency	2024 CA Dashboard ELPI 40.9% making progress towards English	2025 CA Dashboard ELPI 51.7% making progress towards English	2026 CA Dashboard ELPI 56.6% making progress towards English	+1.1% (50.6% to 51.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard Priority 4(e): Percentage of ELs who make progress toward English proficiency	English Learner Progress: Green	language proficiency English Learner Progress: Red	language proficiency English Learner Progress: Green	language proficiency English Learner Progress: Green	
1.5	EL Reclassification Rate Source: DataQuest, Student Information System Priority 4(f): EL Reclassification Rate	2022/2023 DataQuest Ever ELs and Reclassification Status: 44.3%	2023/2024 DataQuest Ever ELs and Reclassification Status: 33.0%	2024/2025 DataQuest Ever ELs and Reclassification Status: 32.4%	2025/2026 DataQuest Ever ELs and Reclassification Status: 50.3%	-11.9% (44.3% to 32.24%)
1.6	DIBELS Mid Year All Grades Status Report Percent Well Below or Below Benchmark Source: KiDS Priority 8: Other Pupil Outcomes	2023 DIBELS March Mid Year All Grades Status Report: 39% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All students: 56% • SED: 60% • EL: 73%	2025 DIBELS March Mid Year All Grades Status Report: 36% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students: 52% • SED: 57% • EL: 72%	2026 DIBELS March Mid Year All Grades Status Report: 54% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students: 54% • SED: 57% • EL: 71%	2027 DIBELS March Mid Year All Grades Status Report: 33% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students: 48% • SED: 53% • EL: 68%	2026 DIBELS January Mid Year (Year 2) +15% (39% to 54%) 2026 KiDS Report • All: -2% (56% to 54%) • SED: -3% (60% to 57%) • EL: -2% (73% to 71%)
1.7	Percent of TK-2nd Grade Students Scoring at Intervention or Early Intervention	2023 March STAR Early Literacy Screening Report Below Benchmark • TK: 54%	2025 March STAR Early Literacy Screening Report Below Benchmark	2026 March STAR Early Literacy Screening Report Below Benchmark	2027 March STAR Early Literacy Screening Report Below Benchmark	• TK: No assessment for this grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: KIDS Priority 8: Other Pupil Outcomes	• Kindergarten: 49% • 1st Grade: 51% • 2nd Grade: 70% (twenty-two 2nd Grade students were assessed) Students scoring at Intervention or Early Intervention (Spring): • All Students: 33% • SED: 41% • EL: 48%	• TK: No assessment for this grade level • Kindergarten: 59% • 1st Grade: 48% • 2nd Grade: No 2nd grade students struggling in reading to take the Early Literacy Screening Students scoring at Intervention or Early Intervention (Spring): • All Students: 30% • SED: 30% • EL: 44%	• TK: No assessment for this grade level • Kindergarten: No assessment for this grade level • 1st Grade: 36% • 2nd Grade: 86% (six 2nd grade students who are struggling in reading took the Early Literacy Screening) Students scoring at Intervention or Early Intervention (Winter): • All Students: 40% • SED: 42% • EL: 52%	• TK: No assessment for this grade level • Kindergarten: 43% • 1st Grade: 45% • 2nd Grade: 64% (based on twenty-two 2nd Grade students assessed) Students scoring at Intervention or Early Intervention (Spring 2027): • All Students: 26% • SED: 26% • EL: 40%	• Kindergarten: No assessment for this grade level • 1st Grade: -15% (51% to 36%) • 2nd Grade: +16% (70% to 86%) (six 2nd grade students who are struggling in reading took the Early Literacy Screening) Students scoring at Intervention or Early Intervention (Spring): • All Students: +7% (33% to 40%) • SED: +1% (41% to 42%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• EL: +4% (48% to 52%)
1.8	STAR Reading-Percent of 2nd-8th Grade Students Scoring at Intervention or Early Intervention Source KIDS Priority 8: Other Pupil Outcomes	2024 March STAR Reading Screening Report Below Benchmark 2nd Grade: 61% 3rd Grade: 62% 4th Grade: 63% 5th Grade: 65% 6th Grade: 83% 7th Grade: 74% 8th Grade: 76% Students scoring at Intervention or Early Intervention (Spring): • All Students: 50% • SED: 54% • EL: 81%	2025 March STAR Reading Screening Report Below Benchmark 2nd Grade: 41% 3rd Grade: 47% 4th Grade: 46% 5th Grade: 52% 6th Grade: 56% 7th Grade: 51% 8th Grade: 32% Students scoring at Intervention or Early Intervention (Spring): • All Students: 40% • SED: 44% • EL: 72%	2026 March STAR Reading Screening Report Below Benchmark 2nd Grade: 35% 3rd Grade: 23% 4th Grade: 32% 5th Grade: 40% 6th Grade: 40% 7th Grade: 37% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Winter): • All Students: 34% • SED: 36% • EL: 68%	2027 March STAR Reading Screening Report Below Benchmark 2nd Grade: 55% 3rd Grade: 56% 4th Grade: 57% 5th Grade: 59% 6th Grade: 77% 7th Grade: 68% 8th Grade: 70% Students scoring at Intervention or Early Intervention (Spring 2027): • All: 38% • SED: 40% • EL: 68%	STAR Reading Screening Report Below Benchmark 2nd Grade: -26% (61% to 35%) 3rd Grade: -39% (62% to 23%) 4th Grade: -31% (63% to 32%) 5th Grade: -25% (65% to 40%) 6th Grade: -43% (83% to 40%) 7th Grade: -37% (74% to 37%) 8th Grade: -47% (76% to 29%) Students scoring at Intervention or Early Intervention (Spring): • All: -16% (50% to 34%) • SED: -18% (54% to 36%) • EL: -13% (81% to 68%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	STAR Math-Percent of 1st-8th Grade Students scoring Intervention or Early Intervention Source: KiDS Priority 8: Other Pupil Outcomes	2024 March STAR Math Screening Report Below Benchmark 1st Grade: 47% 2nd Grade: 63% 3rd Grade: 61% 4th Grade: 64% 5th Grade: 62% 6th Grade: 78% 7th Grade: 71% 8th Grade: 73% Students scoring at Intervention or Early Intervention (Spring): • All Students: 43% • SED: 44% • EL: 59%	2025 March STAR Math Screening Report Below Benchmark 1st Grade: 40% 2nd Grade: 50% 3rd Grade: 37% 4th Grade: 51% 5th Grade: 42% 6th Grade: 45% 7th Grade: 68% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Spring): • All Students: 41% • SED: 45% • EL: 57%	2026 March STAR Math Screening Report Below Benchmark 1st Grade: 31% 2nd Grade: 34% 3rd Grade: 24% 4th Grade: 31% 5th Grade: 41% 6th Grade: 36% 7th Grade: 40% 8th Grade: 36% Students scoring at Intervention or Early Intervention (Winter): • All Students: 34% • SED: 37% • EL: 59%	2027 March STAR Math Screening Report Below Benchmark 1st Grade: 41% 2nd Grade: 57% 3rd Grade: 55% 4th Grade: 58% 5th Grade: 56% 6th Grade: 72% 7th Grade: 65% 8th Grade: 67% Students scoring at Intervention or Early Intervention (Spring 2027): • All Students: 37% • SED:41% • EL: 53%	March STAR Math Screening Report Below Benchmark 1st Grade: -16% (47% to 31%) 2nd Grade: -29% (63% to 34%) 3rd Grade: -37% (61% to 24%) 4th Grade: -33% (64% to 31%) 5th Grade: -21% (62% to 41%) 6th Grade: -42% (78% to 36%) 7th Grade: -31% (71% to 40%) 8th Grade: -37% (73% to 36%) Students scoring at Intervention or Early Intervention (Spring): • All Students: -9% (43% to 34%) • SED: -7% (44% to 37%) • EL: 0% (59% to 59%)

Goal Analysis [2025-26]

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

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

All actions under Goal 1 contributed to measurable progress toward improving student success in English Language Arts (ELA), Math, and Science. The district experienced growth on the CAASPP assessments in ELA, Math, and Science, reflecting positive movement in overall academic performance. Local assessment data further supports this progress, with increases observed across grade levels and among most student groups in STAR Reading, Early Literacy, and Math.

The district demonstrated significant improvement in English Learner progress during the 2025 Dashboard cycle. ELPI performance for English Learners increased from 40.9 in 2024 to 51.7 in 2025, while ELPI performance for Long-Term English Learners (LTELs) increased substantially from 35.0 to 76.9. These gains reflect strengthened implementation of English Language Development supports and targeted interventions for English Learners. While overall achievement trends are positive, the district will continue prioritizing designated and integrated ELD instruction, ongoing progress monitoring, and targeted academic supports to sustain growth and improve outcomes for English Learners across all student groups.

Action 1.1 supported student achievement through a contract with KCSOS to identify ELA essential standards and develop common formative assessments for TK–8. Staff participation in this professional development was 100%, reflecting strong districtwide commitment to instructional alignment. In addition, the district held five professional development sessions with a KCSOS Early Childhood expert to support TK/K and Special Education TK/K teachers in standards implementation and effective small group instruction practices.

During the 2025–26 school year, the district implemented a restructured RtI model at one school site to strengthen literacy and math intervention systems. Although instructional aide absences continue to present challenges, the revised master schedule staggered RtI blocks by grade level, allowing focused support for one grade level at a time and improving overall coordination of services. This structure increased flexibility and improved coverage during staff absences.

For the 2026–27 school year, the district will implement the same RtI restructuring model at the second school site to ensure consistency across the district. Additionally, grade-level teams will provide structured small group instruction during the RtI block so that all students receive targeted support or enrichment. Instructional aides will continue to provide supplemental assistance to maximize student access to intervention and extension opportunities.

Action 1.2 included ongoing ELA/ELD professional development provided by the ELD/RtI Coordinator during staff meetings and early release days, along with full implementation of the supplemental phonemic awareness and phonics program Heggerty and Superkids in grades K–2. A supplemental phonemic awareness and phonics program was also introduced for use by instructional aides during the RtI block. The ELD/RtI Coordinator provided targeted professional development and regular check-ins to support implementation fidelity and ensure alignment with district literacy goals.

Action 1.3 continued implementation of the AVID program, which provides a structured framework to support student organization, engagement, and college and career-readiness skills.

Action 1.4 included implementation of the Vista Higher Learning designated ELD curriculum for all 1st–8th grade ELD teachers. As this is a new platform, staff are continuing to build familiarity and instructional capacity. Ongoing support has been provided by site administrators and the ELD/RtI Coordinator, including three days of release time for grade-level collaboration, feedback, and next-step planning to strengthen designated ELD instruction.

During the 2025–26 school year, Learning Walks were implemented using Google Forms to collect instructional data, analyze trends, and provide individualized feedback to teachers. For the 2026–27 school year, the district will further strengthen designated ELD implementation by establishing clear “must have” instructional expectations visible during designated ELD instruction. Professional learning will continue to be differentiated based on identified needs from Learning Walk data to ensure targeted support and continuous improvement in program implementation.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1, Actions 1–4 were primarily due to staffing vacancies that impacted full implementation of planned positions. The total budgeted expenditures for Actions 1–4 were $2,031,224.00 while the Estimated Actual Expenditures totaled $1,711,497.00

For Action 1, the district was unable to fill the second Academic Coach position due to a limited pool of qualified applicants. In response, the district restructured the one Academic Coach position that was filled to support both school sites with a focused emphasis on Year 1–3 teachers. Additionally, two Teacher on Special Assignment (TOSA) positions remained vacant because qualified candidates could not be secured. Despite these staffing shortages, the district continued implementation of the planned Response to Intervention (RtI) restructuring at the identified school site.

Supplemental ELA material expenditures were lower than anticipated because only consumable instructional materials were needed during the year.

Action 1.3, maintaining AVID supports and programming, was implemented as planned. Action 1.4, providing additional supports for English Learners (ELs) and Long-Term English Learners (LTELs), was also implemented as intended. ELPI outcomes for ELs and LTELs increased during the year, indicating continued progress in English language development supports.

Specific expenditure differences for each action are detailed in the Annual Update Tables.

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

Goal 1 actions were partially effective in making progress toward improving academic outcomes, with stronger evidence of effectiveness in mathematics, STAR Reading, overall ELA performance, and AVID literacy outcomes, and less consistent evidence in early literacy, DIBELS, and English Learner-specific outcomes.

Action 1.1, Supporting Student Success in Math, was generally effective in supporting progress toward mathematics outcomes. The action provided targeted mathematics intervention, instructional coaching, and supplemental supports designed to address identified gaps in mathematics achievement. CAASPP Math Distance from Standard improved for All Students by 2.0 points, Students with Disabilities by 11.0 points, African American students by 5.9 points, and students identifying as Two or More Races by 42.5 points. Lakeside School also demonstrated improvement for All Students, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and students identifying as Two or More Races. Local STAR Math results also showed reductions in the percentage of students scoring below benchmark across all grade levels from baseline, and the percentage of All Students scoring at Intervention or Early Intervention decreased by 9 percentage points. These results suggest the action was effective because it provided targeted intervention and instructional supports that addressed identified mathematics learning gaps, which corresponded with improved performance across multiple student groups. However, the action was not fully effective for all student groups, as English Learners declined by 11.7 points on CAASPP Math, Socioeconomically Disadvantaged students declined slightly at the district level, Hispanic students showed no districtwide change, and English Learners showed no improvement on the STAR Math Intervention/Early Intervention measure. Continued refinement of math intervention, scaffolding, and progress monitoring is needed to accelerate outcomes for these student groups.

Action 1.2, Supporting Student Success in ELA/ELD, was partially effective. The action provided instructional coaching, literacy intervention, supplemental instructional resources, and English Language Development supports intended to strengthen literacy achievement and access to grade-level content. CAASPP ELA results showed overall improvement, including a 2.5-point gain for All Students, a 0.9-point gain for Socioeconomically Disadvantaged students, a 3.2-point gain for Students with Disabilities, and a 10.8-point gain for students identifying as Two or More Races. Performance levels also improved for several groups, including All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students. STAR Reading results provide additional evidence of effectiveness, with fewer students scoring below benchmark at every grade level from 2nd through 8th grade and reductions in the percentage of All Students, Socioeconomically Disadvantaged students, and English Learners scoring at Intervention or Early Intervention. Science outcomes also showed improvement in the percentage of students meeting or exceeding standards for All Students, English Learners, Socioeconomically Disadvantaged students, and students identifying as Two or More Races. However, the action was not consistently effective across all early literacy measures. DIBELS results reflected a 15 percentage point increase in the percentage of students identified as Strategic or Intensive, indicating a greater proportion of students requiring targeted literacy support. STAR Early Literacy also showed increases in the percentage of All Students, Socioeconomically Disadvantaged students, and English Learners scoring at Intervention or Early Intervention. These results suggest that while the action was effective in supporting progress in ELA, reading, and science outcomes through coaching, intervention, and instructional supports, additional attention is needed to strengthen foundational literacy instruction and early intervention systems.

Action 1.3, Maintaining the AVID Program, was effective in supporting literacy outcomes for participating students. AVID implementation provided students with structured opportunities to develop reading comprehension, academic vocabulary, organization, note-taking, critical thinking, and collaborative learning skills through the AVID WICOR framework. AVID students demonstrated stronger literacy outcomes than the overall middle school population during the implementation period on both CAASPP ELA and STAR Reading measures. On the 2025 CAASPP ELA assessment, AVID students in grades 7 and 8 achieved a Distance from Standard of +37.1 compared to -1.3 for all students in grades 7 and 8. STAR Reading data also showed substantially lower rates of students requiring Intervention or Early Intervention supports, with 15% of AVID 7th-grade students and 7% of AVID 8th-grade students identified at these levels compared to 33% and 29% of all students, respectively. These results suggest that AVID strategies supported stronger literacy performance because students participating in AVID demonstrated substantially stronger literacy outcomes than their peers on both CAASPP ELA and STAR Reading measures.

Action 1.4, Additional Support for ELs and LTELs, was partially effective. The action provided designated and integrated English Language Development instruction, targeted intervention, and progress monitoring to address English language acquisition and academic achievement needs. The English Learner Progress Indicator increased by 1.1 percentage points from baseline, and English Learner performance levels improved in both ELA and Math. However, English Learners declined by 2.7 points in CAASPP ELA Distance from Standard and by 11.7 points in CAASPP Math Distance from Standard compared with baseline. The EL reclassification rate also declined by 11.9 percentage points from baseline. Local literacy and math data were mixed, with English Learners improving on STAR Reading Intervention/Early Intervention rates but showing continued concerns in early literacy and no improvement in STAR Math Intervention/Early Intervention rates. These results suggest the action was effective in supporting English language acquisition, as reflected in improved ELPI outcomes, but was less effective in accelerating academic achievement and reclassification outcomes, as evidenced by declines in CAASPP ELA, CAASPP Math, and reclassification rates. Continued focus on designated and integrated ELD, progress monitoring, academic vocabulary, and access to grade-level instruction is needed.

Overall, Goal 1 actions contributed to measurable growth across multiple academic indicators, particularly in mathematics, reading, and overall ELA performance. The strongest evidence of effectiveness was observed in mathematics outcomes, intermediate literacy measures, and literacy performance among AVID participants. Areas requiring continued refinement include foundational literacy development, early intervention systems, and academic outcomes for English Learners to ensure improved outcomes for all student groups.

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.

For Action 1.1, the district expanded Mathematics professional development to include instructional learning walks and classroom modeling to strengthen teacher implementation of research-based instructional strategies. Additional funding in the amount of $21,282.40 will support these expanded professional development opportunities through the Learning Recovery Emergency Block Grant (LREBG) and Literacy/Math Grant rather than LCAP funds. The district also added one additional elementary teacher at each elementary school site and four additional single-subject teaching positions for grades 7 and 8, including one teacher each in English Language Arts, Mathematics, Science, and Social Studies. These positions were added to increase instructional capacity, reduce class sizes, and provide students with greater access to content-specific instruction and individualized academic support. These additions were made because analysis of student performance data and educational partner feedback identified a need for increased teacher capacity to provide more responsive instruction, targeted academic support, and greater opportunities for student engagement within core content areas. Additionally, districtwide professional development with classroom modeling was added for Transitional Kindergarten and Kindergarten teachers to strengthen early literacy and foundational instructional practices.

For Action 1.2, additional LREBG funding was added to strengthen Response to Intervention (RtI) supports within classrooms and at each school site. In addition, a portion of the funding for the additional elementary and middle school teaching positions described in Action 1.1 was allocated to this action because reduced class sizes and increased instructional staffing provide greater opportunities for intervention, progress monitoring, differentiated instruction, and targeted academic support for students who are not yet meeting grade-level standards. These adjustments were made because local assessment data demonstrated ongoing needs in literacy and mathematics and indicated that students require continued intervention and targeted academic support to accelerate learning.

For Action 1.3, an AVID field trip to a local community college and university was added to expand college and career-readiness opportunities and increase student exposure to postsecondary pathways.

For Action 1.4, English Language Development (ELD) professional development will be funded through LREBG resources, and ELD curriculum purchases will be supported through restricted lottery funds. These adjustments were made to continue strengthening supports for English Learners and Long-Term English Learners based on Dashboard ELPI outcomes and ongoing identified needs in English Language Development instruction.

No significant changes were made to the overall goal description. The revisions to actions and funding sources were made to strengthen implementation, align resources to identified student needs, and improve the effectiveness of instructional supports and interventions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supporting Student Success in Math	The district will continue to strengthen Tier I mathematics instruction and intervention systems in response to persistent Distance from Standard gaps identified on the 2025 Dashboard, particularly for Students with Disabilities (districtwide) and Hispanic students at Lakeside School. • Supportive Math Practices In partnership with KCSOS, teachers will refine alignment to priority math standards and expand the use of Common Formative Assessments (CFAs). During the 2026–2027 school year, professional development support will expand to include instructional learning walks, classroom modeling, and coaching cycles focused on conceptual understanding, mathematical discourse, and scaffolded problem-solving. Teachers in grades TK–8 will also receive additional training on the effective use of manipulatives and standards-aligned instructional practices. These supports strengthen instructional coherence because teachers use real-time student data, modeled instructional practices, and collaborative reflection to adjust instruction and increase access to grade-level content. • Supportive Math Environments Academic Coaches, counselors, school psychologists, instructional leaders, and site administrators will collaborate with teachers to address both academic and socio-emotional barriers to math engagement. During the 2026–2027 school year, the district will maintain one Academic Coach at each school site to support instructional coaching, data analysis,	$730,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classroom modeling, and intervention planning. The district will also add one additional elementary teacher at each elementary school site to reduce class sizes and increase opportunities for differentiated instruction, progress monitoring, and targeted academic support. In grades 7 and 8, the district will add four additional single-subject teaching positions, including one teacher each in English Language Arts, Mathematics, Science, and Social Studies. These positions increase instructional capacity because they allow teachers to provide more individualized support, respond to student learning needs more effectively, and increase student access to grade-level standards-based instruction. By integrating instructional scaffolds, behavioral supports, instructional coaching, additional staffing, and smaller instructional settings, classrooms will increase access to grade-level problem-solving for Students with Disabilities and other identified student groups. • Supportive Math Interventions The district will continue implementation of a structured Response to Intervention (RtI) model in mathematics and English Language Arts. Intervention blocks will remain aligned across grade levels through the master schedule to allow flexible grouping and targeted small-group instruction. During 2026–2027, the district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand intervention materials and programs, including iReady mathematics intervention supports. Student progress will be monitored through benchmark assessments, CFA data, STAR Math, and local literacy measures to determine the effectiveness of interventions and guide instructional adjustments. LREBG-Funded Components Portions of this action ($58,377) are supported with Learning Recovery Emergency Block Grant (LREBG) funds to accelerate mathematics learning recovery through professional learning, intervention materials, and supplemental instructional supports. LREBG funds will support mathematics professional development provided through Kern County Superintendent of Schools, teacher release time for professional learning, RtI supplemental intervention materials, and the Reflex mathematics intervention program. These components were selected because Dashboard results, local assessment data, and educational partner feedback identified persistent		

Action #	Title	Description	Total Funds	Contributing
		mathematics achievement gaps and a continued need to strengthen Tier I instruction and intervention systems. Research supports the use of high-quality professional learning, instructional coaching, and targeted intervention programs because these approaches increase teacher capacity to deliver effective mathematics instruction and provide students with additional opportunities to develop foundational and grade-level mathematics skills. These activities align with the allowable uses of Learning Recovery Emergency Block Grant funds related to accelerating progress to close learning gaps through evidence-based learning supports and learning recovery programs designed to improve academic proficiency. Effectiveness will be monitored through STAR Math, Common Formative Assessments, local benchmark assessments, intervention progress monitoring data, and California School Dashboard mathematics outcomes. 2026–2027 Enhancements During the 2026–2027 school year, the district will further strengthen instructional systems through the following refinements: • Expanded KCSOS mathematics professional development, including instructional learning walks and classroom modeling • Districtwide TK/K professional development focused on foundational literacy and numeracy practices • Continued implementation of iReady mathematics supports utilizing LREBG funds • Additional RtI instructional materials and intervention supports utilizing LREBG funds • Increased English Language Development (ELD) professional development to strengthen integrated and designated ELD practices • One additional elementary teacher at each elementary school site to reduce class size and increase individualized instructional support • Four additional middle school single-subject teaching positions in English Language Arts, Mathematics, Science, and Social Studies to increase instructional capacity and student access to content-specific instruction		

Action #	Title	Description	Total Funds	Contributing
		These refinements are necessary because current Dashboard and local assessment data indicate that identified student groups continue to require structured academic supports, targeted interventions, smaller instructional settings, and increased access to grade-level instruction in order to accelerate achievement and close performance gaps. Personnel Supporting Implementation • Director of Curriculum, Instruction, and Assessment (50%) • Academic Coach – Lakeside School (25%) • Academic Coach – Donald E. Suburu School (25%) • Additional Elementary Teachers (one per elementary school site) • Additional Middle School Single-Subject Teachers (one each in English Language Arts, Mathematics, Science, and Social Studies serving grades 7–8) These positions provide instructional leadership, facilitate PLT data cycles, support classroom implementation, strengthen intervention planning, reduce class sizes, increase opportunities for differentiated instruction, and expand individualized academic support to improve outcomes for unduplicated pupils and identified student groups.		
1.2	Supporting Student Success in ELA/ELD	Supportive ELA/ELD Environments: The district will continue strengthening Tier I literacy instruction by aligning essential ELA standards (TK–8) and developing Common Formative Assessments (CFAs) through structured collaborative meetings. These CFAs will guide instruction, inform small-group reteaching, and monitor progress toward grade-level standards because teachers will use timely assessment data to identify skill gaps and adjust instruction based on student performance. Library resources will continue to expand access to diverse, culturally responsive texts aligned to students' instructional reading levels to increase student engagement, reading stamina, and access to grade-level literacy tasks.	$1,341,215.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will continue implementation of a comprehensive phonemic awareness and phonics program in grades TK–2 to strengthen foundational literacy skills necessary for long-term reading success. The district will continue implementation of a comprehensive phonemic awareness and phonics program in grades TK–2 to strengthen foundational literacy skills necessary for long-term reading success. The district will continue utilizing Heggerty foundational literacy resources and RtI instructional materials and programs designed to accelerate literacy development for students performing below grade level. These supports are intended to strengthen foundational reading skills because students receive systematic instruction in phonemic awareness, phonics, fluency, and early literacy development that supports access to grade-level reading tasks. School psychologists, Academic Coaches, instructional leaders, and the RtI/ELD Coordinator will support teachers in addressing both academic and socio-emotional barriers that impact literacy development and classroom engagement. The district will also add one additional elementary teacher at each elementary school site and four additional middle school single-subject teaching positions, including one teacher each in English Language Arts, Mathematics, Science, and Social Studies serving grades 7 and 8. These positions increase instructional capacity because teachers are able to provide more individualized instruction, more frequent progress monitoring, differentiated support, and targeted intervention for students experiencing literacy and language development challenges. Reduced class sizes and increased staffing support improved access to grade-level literacy instruction and responsive academic support for unduplicated pupils and other identified student groups. Supportive ELA/ELD Interventions Instructional aides, paraprofessionals, and classroom teachers will deliver targeted small-group literacy interventions within the general education classroom during structured intervention blocks and differentiated instructional periods. Instructional aides, paraprofessionals, and classroom teachers will deliver targeted small-group literacy interventions within the general education classroom during structured intervention blocks and differentiated instructional periods. The district will continue providing RtI		

Action #	Title	Description	Total Funds	Contributing
		instructional materials and intervention resources to strengthen targeted reading instruction for students requiring additional academic support. Progress will be monitored through benchmark assessments, CFA data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Heggerty progress monitoring tools, and local literacy assessments to ensure timely instructional adjustments and intervention responsiveness. Progress will be monitored through benchmark assessments, CFA data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Heggerty progress monitoring tools, and local literacy assessments to ensure timely instructional adjustments and intervention responsiveness. 2026–2027 Refinement During the 2026–2027 school year, the district will expand instructional coaching capacity through two Academic Coaches to increase classroom-based coaching cycles focused on: • Explicit vocabulary instruction for English Learners • Structured reading routines • Scaffolded writing supports • Progress monitoring for intervention effectiveness • Differentiated small-group instruction within Tier I settings • Reduced class sizes and increased instructional capacity through the addition of elementary and middle school teaching positions This refinement is necessary because 2025 Dashboard ELA data indicates that while Red status was eliminated, Students with Disabilities, English Learners, and Long-Term English Learners remain significantly below standard and continue to require structured literacy supports, scaffolded instruction, targeted intervention access, and increased opportunities for individualized instruction to accelerate achievement. Personnel Supporting Implementation • Director of Curriculum and Instruction (50%) • Academic Coach – Lakeside School (25%) • Academic Coach – Donald E. Suburu School (25%) • RtI/ELD Coordinator (50%) • Instructional Aides and Paraprofessionals • Additional Elementary Teachers (one per elementary school site)		

Action #	Title	Description	Total Funds	Contributing
		• Additional Middle School Single-Subject Teachers (one each in English Language Arts, Mathematics, Science, and Social Studies serving grades 7–8) These positions provide instructional leadership, intervention coordination, classroom coaching, class-size reduction, differentiated instructional support, and targeted literacy interventions to strengthen literacy outcomes and increase access to grade-level instruction for unduplicated pupils and identified student groups.		
1.3	Maintaining AVID Program	The district will maintain and strengthen implementation of AVID (Advancement Via Individual Determination) to increase college and career readiness, academic language development, organizational skills, and student engagement, with a focus on unduplicated pupils. An AVID teacher and trained tutors will provide structured academic support, including: • Explicit instruction in academic vocabulary and writing strategies • Structured note-taking and inquiry routines • Organization and study skill development • Small-group tutoring focused on content-area comprehension AVID strategies will be embedded across content areas to increase rigor while providing scaffolds that support access to grade-level texts and tasks. During the 2026–2027 school year, the district will expand college and career awareness opportunities through an AVID field trip designed to expose students to postsecondary educational environments and reinforce college and career readiness goals. This experience is intended to increase student engagement, motivation, and understanding of postsecondary pathways by connecting classroom learning to future educational opportunities.	$24,461.00	Yes
1.4	Additional Support for ELs and LTELs	Support for All English Learners (ELs)	$353,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG-Funded Professional Learning: During the 2026–2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds ($5,550) will support additional professional development focused on designated and integrated English Language Development (ELD). This professional learning was selected because ELPI results, reclassification data, and educational partner feedback identified a need to strengthen instructional practices that support language acquisition and access to grade-level content. Research supports ongoing professional learning because increased teacher capacity strengthens implementation of language development strategies and increases opportunities for English Learners to engage in academic language production. Effectiveness will be monitored through ELPI results, reclassification rates, STAR Reading, DIBELS, and local English Learner progress monitoring data. The ELD/RtI Coordinator and instructional aides will provide classroom-based and small-group support to ensure English Learners receive explicit language instruction aligned to ELD standards. A monitoring system will be used to track English language acquisition and academic progress to ensure timely intervention when growth benchmarks are not met. Additional Targeted Support for Long-Term English Learners (LTELs) Recognizing the distinct needs of Long-Term English Learners, the district will implement structured supports including: • Explicit academic vocabulary instruction • Scaffolded writing frameworks • Formative assessment cycles focused on language production • Progress monitoring using STAR, DIBELS, and classroom-based measures These supports are designed to accelerate language development, strengthen academic language proficiency, and increase reclassification readiness because students will receive structured opportunities to practice language production, receive targeted feedback, and apply academic language within grade-level instructional tasks.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Indicators for Parent and Family Engagement Source: CA School Dashboard Priority 3(a): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	2024 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	2025 Local Indicator indicated 100% of the Parent and Family Engagement Indicators were fully implemented.	2026 Local Indicator indicated 19% of the Parent and Family Engagement Indicators are not fully implemented.	25 percentage point improvement; all Parent and Family Engagement Indicators are now fully implemented.
2.2	ELAC/DELAC Meeting Participation Source: CA School Dashboard Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	During the 2023-2024 School year we had thirteen parents attended the five ELAC/DELAC Meetings.	During the 2024-2025 School year we had twenty-three parents attended the four ELAC/DELAC Meetings.	During the 2025-2026 School year we had 32 parents attended the two ELAC/DELAC Meetings.	During the 2026-2027 School year we will maintain thirteen parents attending the five ELAC/DELAC Meetings.	+19 parents attended ELAC/CELAC Meetings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	IEP Meeting Participation Source: CA School Dashboard Priority 3(c): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023-2024 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2024-2025 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2025-2026 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2026-2027 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	0% change; access has been maintained at 100% across all years
2.4	Attendance Rate Source: Student Information System Priority 5(a): Student Engagement	April 2024 KiDS Year to Date Attendance: -Lakeside School: 92.24% -Suburu School: 92.30%	April 2025 Year to Date Attendance: All students: 93.49% -Lakeside School: 92.66% -Suburu School: 93.23%	April 2026 Year to Date Attendance: • All students: 93.66% • Lakeside School: 93.93% • Suburu School: 93.36%	April 2027 KiDS Year to Date Attendance: -Lakeside School: 95.24% -Suburu School: 95.30%	• Lakeside School: +1.69% (92.24% to 93.93%) • Suburu School: +1.06% (92.30% to 93.36%)
2.5	Chronic Absenteeism Rate. Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 5(b): Student Engagement	-2023 CA School Dashboard: Chronic Absenteeism -District: All Students 35.7% Yellow -Lakeside School: All Students 32.8% Yellow -Donald E. Suburu School: All Students 37.3% Yellow	2024 CA School Dashboard: -District: All Students 28.8% Yellow SED: 30% (-6.6%) EL: 29.1% (-4.4%) FY: 70.6% (+46.8%) -Lakeside School: All Students 32.8% Yellow	2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% (-4.6%) EL: 22.1% (-7%) FY: 36.0% (-34.6%) -Lakeside School: All Students	-2026 CA School Dashboard: Chronic Absenteeism -District: All Students 32.7% Yellow -Lakeside School: All Students 29.8% Yellow	• District: All Students: -12.8% (35.7% to 22.9%) • Lakeside School: -9.3% (32.8% to 23.50%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA 37.8% Red AS 28.3% Red SWD 41.0% Red -2024 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 27% -Donald E. Suburu School: 26%	-Donald E. Suburu School: All Students 27% Yellow AA 29.4% Orange AS 18.4% Yellow SWD 27.6% Orange 2025 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 23.4% -Donald E. Suburu School: 19.7%	23.50% Yellow -Donald E. Suburu School: All Students 21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange 2026 KiDS Percent of students who are identified as Chronically Absent. • Lakeside School: 18.70% • Donald E. Suburu School: 21.15%	-Donald E. Suburu School: All Students 34.3% Yellow AA 34.8% Yellow AS 25.3% Yellow SWD 38.0% Yellow -2027 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 24% -Donald E. Suburu School: 23%	• Donald Suburu School: All Students - 15.9% (37.3% to 21.40%) AA -19.9% (37.8% to 17.9%) AS -12.9% (28.3% to 15.40%) SWD -16.4% (41.0% to 24.60%) KiDS Percent of students chronically absent • Lakeside School - 8.3% (27% to 18.70%) • Donald E. Suburu School - 4.85 (26% to 21.15%)
2.6	Middle School Dropout Rate Source: Kern Integrated Data System (KiDS) Priority 5(c): Student Engagement	-April 2024 KiDS Middle School Dropout Rate: 0.54%	April 2025 KiDS Middle School Dropout Rate: 0.25%	April 2026 KiDS Middle School Dropout Rate: 0%	-April 2027 KiDS Middle School Dropout Rate: 0.20%	-0.54% (0.54% to 0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension Rate Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 6(a): School Climate	2023 CA School Dashboard Suspension Rate. All Students 5.4% Red AA 13.8% Red SWD 6.9% Red AS 1.8% Orange TOM 12.3% Red EL 3.9% Red FY 20.8% Red Hispanic 5.0% Red White 5.6% Red SED 5.7% Orange Lakeside School All Students 9.5% Red EL 9.0% Red SED 10.3% Red SWD 9.5% Red AA 27.0% Red Hispanic 8.9% Red White 9.4% Red TMR 12.3% Red -April 2024 KiDS Suspension Rate Data All Students 4.24% AA 7.22% SWD 5.37% AS 1.57% TOM 5.56% EL 3.93%	2024 CA School Dashboard All Students 6% Orange AA 14% Red SWD 7.8% Red AS 0% Blue TOM 7.1% Red EL 5.6% Orange FY 25% Red Hispanic 6.5% Red White 3.5% Yellow SED 6.5% Red Lakeside School All Students 8.6% Orange EL 10.2% Red SED 9.6% Orange SWD 10.7% Red AA 19.6% Red Hispanic 9.7% Red White 4.9% Yellow TMR 8.2% Orange April 2025 KiDS Suspension Rate Data All Students 1.25% AA 2.80% SWD 3.08% AS 0% TOM 2.60% EL 0.69%	2025 CA School Dashboard All Students 1.4% Blue AA 4.9% Yellow SWD 3.4% Yellow AS 0% Blue TOM 2.5% Green EL 0.6% Blue FY 18.5% Orange Hispanic 1.3% Blue White 1.1% Blue SED 1.7% Green Lakeside School All Students 1.9% Green EL 0.6% Blue SED 2.3% Green SWD 5.3% Yellow AA 4.4% Yellow Hispanic 2.2% Green White 1.2% Green TMR 1.4% Green April 2026 KiDS Suspension Rate Data All Students 1.17% AA 1.06% SWD 3.59% AS 0% TOM 1.28% EL 1.04%	2026 CA School Dashboard Suspension Rate. All Students 5.1% Red AA 13.5% Red SWD 6.6% Red AS 1.5% Orange TOM 12% Red EL 3.0% Green FY 19.9% Orange Hispanic 4.1% Yellow White 4.7% Yellow SED 4.8% Yellow Lakeside School All Students 9.2% Orange EL 8.7% Orange SED 10% Orange SWD 9.2% Orange AA 26.7% Orange Hispanic 8.6% Orange White 9.1% Orange TMR 12.0% Orange -April 2027 KiDS Suspension Rate Data All Students 4.21% AA 6.92% SWD 5.34% AS 1.53%	• Dashboard LUSD: All Students -4.0% (5.4% to 1.4%) AA -8.9% (13.8% to 4.9%) SWD -3.5% (6.9% to 3.4%) AS -1.8% (1.8% to 0%) TOM -9.8% (12.3% to 2.5%) EL -3.3% (3.9% to 0.6%) FY -2.3% (20.8% to 18.5%) Hispanic -3.7% (5.0% to 1.3%) White -4.5% (5.6% to 1.1%) SED -4% (5.7% to 1.7%) • Dashboard Lakeside School All Students -7.6% (9.5% to 1.9%) EL -8.4% (9.0% to 0.6%) SED -8% (10.3% to 2.3%) SWD -4.2% (9.5% to 5.3%) AA -22.6% (27.0% to 4.4%) Hispanic -6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					TOM 5.53% EL 3.90%	(8.9% to 2.2%) White -8.2% (9.4% to 1.2%) TMR -10.9% (12.3% to 1.4%) April 2025 KiDS Suspension Rate Data All Students - 3.07% (4.24% to 1.17%) AA -6.16% (7.22% to 1.06%) SWD -1.78% (5.37% to 3.59%) AS -1.57% (1.57% to 0%) TOM -4.28% (5.56% to 1.28%) EL -2.89% (3.93% to 1.04%)
2.8	Expulsion Rate Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 6(b): School Climate	-2023 CA Dashboard 0% -April 2024 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	April 2025 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	April 2026 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	-April 2027 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	0% change; (0% to 0%)
2.9	Student Surveys of sense of safety and school connectedness. Source: CA Healthy Kids Survey	-2023 CA Healthy Kids Survey -Grade 5 School Engagement and Supports	-2024 CA Healthy Kids Survey -Grade 5 School	-2025 CA Healthy Kids Survey -Grade 5 School	-2026 CA Healthy Kids Survey -Grade 5 School	-Grade 5 School Engagement and Supports • School Connecte

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6(c): School Climate	• School Connectedness 63% • School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports • School connectedness 44% School Safety • School perceived as very safe or safe 27%	Engagement and Supports • School Connectedness 61% • School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports • School connectedness 37% School Safety • School perceived as very safe or safe 30%	Engagement and Supports • School Connectedness 60% • School Safety Feel safe at school 69% -Grade 7 School Engagement and Supports • School connectedness 31% School Safety • School perceived as very safe or safe 25%	Engagement and Supports • School Connectedness 69% • School Safety Feel safe at school 73% -Grade 7 School Engagement and Supports • School connectedness 50% School Safety • School perceived as very safe or safe 33%	dness -3%(63% to 60%) • School Safety Feel safe at school- +2%(67% to 69%) -Grade 7 School Engagement and Supports • School connectedness -13% (44% to 31%) School Safety • School perceived as very safe or safe -2% (27% to 25%)

Goal Analysis [2025-26]

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

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

All actions under Goal 2 were implemented either fully or partially during the year. While the district experienced measurable successes, several implementation challenges resulted in delays or limited impact in specific areas. Substantive differences between planned actions and actual implementation are described below.

Action 2.1 – PBIS Implementation

- Action 2.1 was intended to support full districtwide implementation of PBIS in response to elevated suspension and referral rates. While PBIS structures remain in place at school sites, the planned formal training for site teams did not occur during the year as scheduled. The delay was due to site-level scheduling constraints and competing operational priorities. As a result, implementation consistency varied across sites. The district will ensure that formal PBIS training for site teams is scheduled and completed in the coming year to strengthen fidelity of implementation and improve alignment of behavior response systems.

Action 2.2 – Family Engagement and Home Visits

- Action 2.2 focused on strengthening school–home partnerships through weekly home visits conducted by the Student Achievement Support & Intervention team and counselors, along with offering the Loving Solutions parent course. Home visits continued as planned; however, participation in the Loving Solutions course remained limited, with 5–6 families participating districtwide, consistent with the prior year. While participation in the targeted parent course remained low, the district successfully expanded overall communication access, with 98.9% of families connected to ParentSquare. This high level of connectivity has improved the district's ability to communicate with families in multiple languages and provide timely information regarding student supports. Increasing active participation in structured parent education opportunities remains an area for refinement.

Action 2.3 – Health and Attendance Supports

- Action 2.3 was designed to promote regular school attendance through partnerships with outside agencies, on-site services through the KCSOS Dental Clinic, RN participation in IEP meetings, and support from health technicians under RN supervision. While partnerships and health technician services continued, the district was unable to secure a part-time RN until second semester. This staffing delay resulted in reduced availability of direct RN services during the first half of the year. Once hired, the part-time RN was able to help with participation in IEP meetings and health service coordination. Recruitment challenges in specialized positions were the primary barrier to full implementation.

Action 2.4 – Pathways Alternative to Suspension

- Action 2.4 introduced and implemented the Pathways program as an alternative to suspension to support improved student decision-making. The program was implemented as planned during the year. The district's overall suspension rate decreased from 5.4% in 2024–25 to 1.4% in 2025–26. This decline indicates that providing a structured alternative focused on reflection, skill-building, and restorative practices is associated with reduced reliance on exclusionary discipline practices. Continued monitoring will determine whether the reduction is sustained across student groups.

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.

Minor expenditure variances occurred due to normal fluctuations in staffing, supplies, and service costs; however, these differences were not material and did not significantly impact implementation of the planned actions. Overall expenditures remained substantially aligned with the approved budget and planned services.

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

Goal 2 actions were generally effective in making progress toward improving student engagement, attendance, family engagement, school climate, and reductions in exclusionary discipline. The strongest evidence of effectiveness is reflected in improved attendance rates, reduced chronic absenteeism, reduced suspension rates, a reduced middle school dropout rate, and the maintenance of a 0% expulsion rate. However, survey results related to school connectedness and perceived safety indicate that continued attention is needed to strengthen student relationships, belonging, and school climate, particularly at the middle school level.

Action 2.1, Positive Behavior Interventions and Supports (PBIS) and Administrative Student Support, was generally effective in supporting improved school climate, student engagement, attendance, and reductions in exclusionary discipline. Through the coordinated implementation of PBIS systems, student behavior supports, attendance monitoring, and administrative intervention, the district experienced measurable improvements in several key outcomes. Districtwide suspension rates for All Students decreased from 5.4% to 1.4%, with reductions also observed among African American students, Students with Disabilities, English Learners, Foster Youth, Hispanic students, White students, Socioeconomically Disadvantaged students, and students identifying as Two or More Races. Lakeside School similarly demonstrated reductions in suspension rates across reported student groups. The district also maintained a 0% expulsion rate. Attendance outcomes improved during the year, as evidenced by increased attendance rates and reductions in chronic absenteeism. These improvements suggest that behavioral supports, student monitoring, and attendance interventions contributed to keeping students engaged in school and reducing barriers to participation.

Action 2.2, Building Stronger School-Home Partnerships: Promoting Parent Involvement, was effective in supporting progress toward Goal 2. Parent and family engagement indicators improved, with all Parent and Family Engagement indicators fully implemented. ELAC/DELAC participation increased by 19 parents compared with baseline, and IEP meeting participation was maintained at 100% across all years. Attendance and engagement outcomes also improved, with attendance rates increasing at both Lakeside School and Donald E. Suburu School, chronic absenteeism decreasing at the district level and at both school sites, and the middle school dropout rate decreasing from 0.54% to 0%. These outcomes suggest that family outreach, parent engagement, communication, and school-home partnership efforts contributed to improved attendance, engagement, and student retention.

Action 2.3, Promoting Regular School Attendance, was effective. Attendance rates increased from baseline at both school sites, with Lakeside School improving from 92.24% to 93.93% and Donald E. Suburu School improving from 92.30% to 93.36%. Chronic absenteeism also decreased significantly. Districtwide chronic absenteeism declined from 35.7% to 22.9%, Lakeside School decreased from 32.8% to 23.5%, and Donald E. Suburu School decreased from 37.3% to 21.4%. KiDS data also reflected reductions in the percentage of students identified as chronically absent at both schools. These results indicate that attendance monitoring, outreach, home visits, health-related supports, and attendance incentives contributed to improved student engagement and reduced missed instructional time. Continued implementation is warranted, particularly because chronic absenteeism remains elevated for some student groups.

Action 2.4, Promoting Positive Growth: An Alternative to Suspension, was highly effective in reducing suspension rates. Districtwide suspension rates declined for All Students and every reported student group, including African American students, Students with Disabilities, English Learners, Foster Youth, Hispanic students, White students, Socioeconomically Disadvantaged students, Asian students, and students identifying as Two or More Races. Lakeside School also demonstrated substantial reductions across all reported student groups. These results suggest that the alternative-to-suspension approach contributed to reduced reliance on exclusionary discipline while

maintaining student access to instruction. Continued implementation should focus on sustaining these reductions while addressing remaining disproportionality for groups with comparatively higher suspension rates.

However, California Healthy Kids Survey results indicate that continued attention is needed to strengthen student connectedness and perceptions of safety. Grade 5 school connectedness decreased slightly from 63% to 60%, while Grade 7 school connectedness declined from 44% to 31%. Grade 7 perceptions of school safety also decreased. These results suggest that while the action was effective in improving behavioral and attendance outcomes, it was only partially effective in improving students' sense of belonging and connection to school.

Based on these results, the district will continue implementation of PBIS and student support systems while refining relationship-building strategies, student engagement opportunities, and targeted school climate supports. Beginning in 2026–27, the district will fund a 0.50 FTE Vice Principal position to continue providing administrative leadership for behavior support systems, attendance interventions, and school climate initiatives. This adjustment reflects the district's assessment of current needs while maintaining the capacity necessary to sustain progress in student engagement, attendance, and discipline 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.

Based on reflections from implementation, student outcome data, and identified areas of continued need, several adjustments were made to Goal 2 actions for the 2026–27 school year to strengthen student engagement, attendance, behavior supports, and school climate systems.

For Action 2.1, student incentives for positive behaviors will be funded through the Learning Recovery Emergency Block Grant (LREBG) to expand positive behavior reinforcement efforts and strengthen school climate supports. The district also added play-based learning opportunities for Transitional Kindergarten classrooms districtwide to support student engagement, self-regulation, and early social-emotional development. In addition, the district increased school psychology intern support from one to two interns to expand student mental health, behavior, and assessment services across school sites. To strengthen coordination of attendance interventions, PBIS implementation, student behavior supports, and school climate initiatives, the district also added 50% of the Vice Principal position to Action 2.1. This adjustment was made in response to continued needs identified through attendance, behavior, and school climate data, including survey results indicating a need to improve student connectedness and perceptions of safety.

For Action 2.2, a Family Night was added to increase opportunities for family engagement and strengthen school-home partnerships based on reflections regarding the need for increased parent participation and connectedness.

For Action 2.3, the district added student incentives for a Most Improved Attendance Field Trip and additional attendance improvement incentives funded through LREBG. These additions were made in response to positive attendance growth and reductions in chronic absenteeism, with the goal of sustaining and further improving student attendance outcomes.

For Action 2.4, Crisis Prevention Intervention (CPI) training was added to strengthen staff capacity to respond to student behavioral needs using de-escalation and proactive intervention strategies. This adjustment was made in response to educational partner feedback and school

climate data indicating a continued need to strengthen student connectedness, perceptions of safety, and proactive behavior supports while maintaining reductions in suspension rates.

No significant changes were made to the overall goal description, metrics, or target outcomes. The revisions to actions, staffing allocations, and funding sources were made to strengthen implementation, sustain improvements in attendance and behavior outcomes, increase family engagement opportunities, expand student support services, and continue efforts to improve student connectedness and school climate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions and Supports (PBIS).	• Continue to Build a Positive School Environment The district will continue to provide staff release time and professional development focused on Positive Behavioral Interventions and Supports (PBIS) to strengthen a multi-tiered system of behavioral, social-emotional, and student engagement supports. These efforts are designed to cultivate safe, structured, and inclusive learning environments where unduplicated pupils experience consistent behavioral expectations, positive relationships, and increased school connectedness because students who feel safe, supported, and connected to school are more likely to attend regularly, engage in learning, and demonstrate positive behaviors. During the 2025–2026 school year, the district expanded schoolwide communication and student engagement efforts through the installation of a large marquee at Donald E. Suburu School to improve communication with students, families, and the community. The district also added funding to support mentor school psychologist interns to increase student access to social-emotional and behavioral support services. During the 2026–2027 school year, the district will expand supports by: • Increasing student incentives that recognize positive behavior, improved attendance, and student achievement. • Expanding play-based learning opportunities within Transitional Kindergarten classrooms districtwide to strengthen student engagement, self-regulation, social-emotional development, and school readiness skills.	$510,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Increasing behavioral and mental health support capacity through the addition of a second school psychologist intern. • Providing 0.50 FTE Vice Principal support to coordinate PBIS implementation, attendance interventions, student behavior supports, restorative practices, and school climate initiatives. These refinements are necessary because local attendance, behavior, and school climate data indicate that some student groups continue to experience lower levels of school connectedness and engagement. Additional behavioral supports, social-emotional interventions, attendance monitoring, and administrative coordination are being provided because educational partner feedback and local data identified a need to strengthen students' sense of belonging, improve attendance, reduce behavioral incidents, and increase participation in the instructional program. PBIS Interventions Counselors, school psychologist interns, Student Achievement Support and Intervention staff, the Vice Principal, and site teams will provide personalized behavioral, attendance, and social-emotional support to students through targeted interventions, attendance monitoring, check-ins, mentoring, restorative support practices, and family communication. Student incentives and recognition systems will continue to reinforce positive behavior, attendance improvement, and school engagement because consistent positive reinforcement, timely intervention, and relationship-based supports increase student motivation, strengthen school connectedness, and support improved attendance and participation in learning. LREBG-Funded Student Incentives During the 2026–2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds ($17,600) will support student incentives that recognize positive behavior and reinforce school engagement through the district's PBIS framework. These incentives were selected because attendance, behavior, and school climate data, along with educational partner feedback, identified a need to strengthen student connectedness, increase engagement in school, and promote positive behavioral outcomes. Research supports the use of positive reinforcement and recognition systems because consistent acknowledgement of desired		

Action #	Title	Description	Total Funds	Contributing
		behaviors increases student motivation, strengthens school connectedness, and contributes to improved behavioral and attendance outcomes. Effectiveness will be monitored through attendance rates, chronic absenteeism rates, suspension rates, California Healthy Kids Survey results, and other school climate indicators. The effectiveness of this action will be measured through attendance rates, chronic absenteeism rates, suspension rates, California Healthy Kids Survey results, and other school climate indicators.		
2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	By prioritizing stronger home-to-school partnerships, the district aims to support the academic success, attendance, and school connectedness of unduplicated pupils. Through parent information nights, bilingual stipends for classified staff, family engagement activities, and web-based communication tools, the district will foster a collaborative environment where families feel informed, welcomed, and actively involved in their children's education. Web-based communication tools and expanded school-to-home messaging systems will provide families with timely access to attendance information, school events, academic updates, and student support resources. These communication systems are designed to strengthen ongoing dialogue between families and schools because consistent communication and family engagement increase student connectedness, improve attendance habits, and strengthen academic support systems for students.	$30,821.00	Yes
2.3	Promoting Regular School Attendance	Promoting Student Health and Attendance: The district will continue providing school-based health, wellness, and attendance supports through the coordinated efforts of the registered nurse, contracted part-time registered nurse, health technicians, and campus supervisors. These staff members will conduct health screenings and assessments to identify attendance-related health concerns, provide health education to students and families, collaborate with families and medical providers to address chronic health conditions affecting attendance, and implement wellness supports designed to strengthen student well-being and school	$388,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement. Campus supervisors and site staff will continue to promote positive student attendance by monitoring attendance patterns, communicating with students and families regarding attendance concerns, and implementing student attendance incentives and positive reinforcement systems designed to improve attendance habits and strengthen school connectedness. During the 2026–2027 school year, the district will expand supports by: • Implementing attendance incentive programs, including a Perfect Attendance Field Trip and attendance improvement incentives supported through Learning Recovery Emergency Block Grant (LREBG) funds ($6000). Attendance improvement incentives were selected because chronic absenteeism data and educational partner feedback identified a need to strengthen student engagement, school connectedness, and regular school attendance. Research supports the use of positive attendance recognition and incentive programs because consistent acknowledgment of attendance growth and improvement can strengthen student motivation, reinforce positive attendance habits, and increase participation in the instructional program. The additional contracted part-time registered nurse will continue supporting the implementation of health and attendance services during the 2026–2027 school year to increase student access to health-related interventions and attendance supports.		
2.4	Promoting Positive Growth: An Alternative to Suspension	The district will continue implementation of an Alternative to Suspension program designed to address disparities in disciplinary outcomes, strengthen student engagement, and promote equitable behavioral supports within the school community. The program provides students with a structured, supportive alternative to exclusionary discipline practices while maintaining access to instruction, social-emotional supports, and behavioral interventions.	$179,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
		During the 2026–2027 school year, the district will expand behavioral intervention supports by providing Crisis Prevention Intervention (CPI) training to strengthen staff capacity to respond to behavioral escalation, implement proactive intervention strategies, and support positive student behavior through de-escalation and restorative support practices. Students assigned to the Alternative to Suspension program will receive targeted behavioral support, guided reflection activities, academic assistance, and social-emotional skill development designed to help students identify behavioral triggers, strengthen self-regulation skills, and maintain positive school engagement. The program is intended to reduce lost instructional time and strengthen student connectedness because students remain engaged in learning while receiving structured behavioral interventions and restorative support.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of Teachers Appropriately Assigned Source: DataQuest, Teacher Assignment Monitoring Outcome (CalSAAS)	2021-22 Teaching Assignment Monitoring Outcomes Clear 91.7% Out-of-Field: 0%	2022-23 Teaching Assignment Monitoring Outcomes Clear 78% Out-of-Field: 0%	2023-24 Teaching Assignment Monitoring Outcomes Clear 67.6% Out-of-Field: 0%	2024-25 Teaching Assignment Monitoring Outcomes Clear 94.7% Out-of-Field: 0%	Teaching Assignment Monitoring Outcomes • Clear - 24.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1(a): Teachers : Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.					(91.7% to 67.6%) • Out-of-Field: 0% (0% to 0%)
3.2	Percentage of students with access to standards-aligned materials. Source: Local Data, Self Reflection Tool Priority 1(b): Standards-aligned Instructional Materials for every student.	2023 CA Dashboard Local Indicators: Instructional Materials: 100% of students	2024 CA Dashboard Local Indicators: Instructional Materials: 88% of students	2025 CA Dashboard Local Indicators: Instructional Materials: 100% of students	2026 CA Dashboard Local Indicators: Instructional Materials: 100% of students	0% change; access has been maintained at 100% across all years
3.3	Overall Rating of School Site Facility Inspection Tool (FIT) Source: Facility Inspection Tool Priority 1(c): School facilities are maintained in good repair.	2023 Overall Rating of School Site FIT. 207 areas that did not meet "Good Repair" Standard November 2022 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Exemplary	2025 Overall Rating of School Site FIT. 102 areas that did not meet "Good Repair" Standard January 2025 Overall Rating FIT Lakeside School: Fair Donald E. Suburu School: Exemplary	2026 Overall Rating of School Site FIT. 82 areas that did not meet "Good Repair" Standard December 2025 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Good	2026 Overall Rating of School Site FIT. 20 areas that did not meet "Good Repair" Standard November 2025 Overall Rating FIT -Lakeside School: Good -Donald E. Suburu School: Exemplary	• 125 less areas that did not meet "Good Repair" Standard (207 to 82) Overall Rating FIT • Lakeside = No overall rating change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from baseline • Suburu = One rating level decrease (Exemplary to Good)
3.4	Rubric Scores for Implementation of State Standards Source: Kern Integrated Data System (KiDS) Priority 2(a): Implementation of State Academic Standards Performance Indicator	2023 Rubric Scores for Implementation of State Standards:100%	2024 Rubric Scores for Implementation of State Standards: 68%	2025 Rubric Scores for Implementation of State Standards: 83%	2026 Rubric Scores for Implementation of State Standards:100%	-17% change; (100% to 83%)
3.5	School Site Master Schedule indicating designated English Language Development (ELD). Percentage of standards implemented Source: Student Information System Priority 2(b): How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining	2023 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all	2024 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards.	2025 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards.	2026 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards.	0% change; access has been maintained at 100% across all years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	academic content knowledge and English language proficiency.	subject areas to support ELs in gaining academic knowledge and language proficiency.	100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	
3.6	School Site Master Schedule indicating All Students have access to a broad course of study Source: Student Information System, Local Data Priority 7(a): Access to a Broad Course of Study	2023 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2025 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating All Students have access to a broad course of study: 100% of students have access to a broad course of study per the Master Schedule.	0% change; access has been maintained at 100% across all years
3.7	School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study Source: Student Information System, Local Data Priority 7(b): Programs and services developed and provided to low income, English learner, foster youth pupils	2023 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2025 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% Low Income, English Learner, Foster Youth pupils have access to a broad course of study per the Master Schedule.	0% change; access has been maintained at 100% across all years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	School Site Master Schedule indicating students with disabilities have access to a broad course of study Source: Student Information System, Local Data Priority 7(c): Programs and services developed and provided to students with disabilities	2023 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2025 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	0% change; access has been maintained at 100% across all years

Goal Analysis [2025-26]

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

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

All actions under Goal 3 were fully or substantially implemented during the year. The district experienced both successes and implementation challenges related to staffing shortages, facilities planning, and adjustments to funding sources. Substantive differences between planned actions and actual implementation are described below.

Action 3.1 – Additional Standards-Aligned Instructional Materials

- Action 3.1 continued supporting standards-aligned instructional materials and technology access. The district maintained 100% student access to standards-aligned instructional materials and continued implementation of designated English Language Development (ELD) and broad course of study access through site master schedules. Planned purchases of Transitional Kindergarten (TK) furniture to support play-based learning were delayed and will occur during the 2026–27 school year. Additionally, some planned technology purchases were shifted from LCAP funding to Title IV funding sources.

Action 3.2 – Nurturing Teacher Excellence: Providing Comprehensive Support

- Action 3.2 focused on professional development and staff support for teachers. The district experienced challenges securing a long-term substitute teacher at one school site, which resulted in lower expenditures than originally planned. The district also continued to experience challenges recruiting and retaining fully credentialed staff. Despite these staffing challenges, professional development and instructional support efforts continued throughout the year.

Action 3.3 – Ensuring Access to Clean and Safe Facilities

- Action 3.3 maintained clean and safe school facilities across school sites. The district improved facility conditions significantly, reducing the number of areas not meeting “Good Repair” standards from 207 to 82. However, implementation challenges impacted several planned actions. The district was unable to hire two nighttime custodians because newly added classrooms were not yet ready for occupancy. Planned color coating work at Lakeside School was delayed due to additional building projects that needed to be completed first. The district was also unable to fill the District Clerk position for approximately two months because qualified applicants could not be secured. In addition, the district did not purchase a cargo trailer or flatbed trailer because there was no immediate operational need during the year.

Action 3.4 – Targeted Support for Students with Disabilities

- Action 3.4 continued providing targeted support for students with disabilities through instructional aide support and expanded services. Staff turnover among instructional aides presented ongoing implementation challenges and impacted continuity of support in some areas.

Action 3.5 – After School Sports

- Action 3.5 continued offering after-school athletics and extracurricular opportunities to support student engagement and access to a broad course of study. Athletic transportation costs were funded through general funds rather than LCAP funds during the year.

Action 3.5 – After School Sports
Action 3.6 – Band & Choir
Action 3.7 – Camp Keep
Action 3.8 – Aquatics

- Actions 3.5 through 3.8 were implemented substantially as planned. The district maintained 100% access to a broad course of study for all students, including low-income students, English learners, foster youth, and students with disabilities through school site master schedules.

Overall, the district continued implementing actions designed to support safe learning environments, instructional access, student engagement, and broad course of study opportunities while addressing ongoing staffing and facilities-related challenges.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 were primarily related to delayed purchases, staffing vacancies, facility project timing, and shifts in funding sources during the year.

For Action 3.1, Maintaining Standards-Aligned Instructional Materials, Estimated Actual Expenditures were $42,872.00 less than budgeted. The difference was primarily due to delaying the purchase of Transitional Kindergarten (TK) furniture intended to support play-based learning until the 2026–27 school year. In addition, some planned technology purchases were shifted from LCAP funding to Title IV funding sources.

For Action 3.2, Nurturing Teacher Excellence Through Comprehensive Support, expenditures were lower than budgeted because one school site was unable to secure a long-term substitute teacher position for the full year as originally planned.

For Action 3.3, Ensuring Clean and Safe Facilities, Estimated Actual Expenditures were $608,575.00 less than budgeted. The difference was primarily due to the district being unable to hire two nighttime custodians because newly added classrooms were not yet ready for occupancy. Planned color coating work at Lakeside School was delayed after previously unidentified building repairs were discovered that needed to be completed before the project could move forward. In addition, the district did not purchase a cargo trailer or flatbed trailer because there was no immediate operational need during the year, and the District Clerk position remained vacant for approximately two months due to recruitment challenges.

For Action 3.4, Support for Students with Disabilities, Estimated Actual Expenditures were $154,762.00 less than budgeted due to ongoing turnover and staffing shortages among instructional aides, which impacted full staffing of planned support positions during the year.

For Action 3.5, After-School Sports, expenditures were lower than budgeted because athletic transportation costs were funded through general funds rather than LCAP funds.

Action 3.6, Band and Choir, was implemented as planned with no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action 3.7, Camp KEEP, expenditures were lower than budgeted due to lower-than-anticipated program costs during implementation.

For Action 3.8, Aquatics, expenditures were lower than budgeted due to lower-than-anticipated operational and program costs during the year.

Specific expenditure differences for each action are detailed in the Annual Update Tables.

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

Goal 3 actions were generally effective in maintaining access to conditions that support learning, including standards-aligned instructional materials, designated ELD, safe and clean facilities, and a broad course of study for all students and student groups. The strongest evidence of effectiveness is reflected in the district maintaining 100% student access to standards-aligned instructional materials, designated ELD, and broad course of study access for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. However, some actions were only partially effective due to staffing challenges, delayed facility projects, and a decline in standards implementation indicators.

Action 3.1, Additional Standards-Aligned Instructional Materials, was effective in maintaining student access to instructional materials and instructional technology. The district maintained 100% student access to standards-aligned instructional materials across all years, and school site master schedules continued to demonstrate 100% implementation of designated English Language Development and access to a broad course of study for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. These results indicate that the action supported equitable access to instructional materials and course offerings. However, because the district’s rubric

score for implementation of state standards declined from 100% to 83%, continued attention is needed to ensure that access to materials is paired with consistent standards implementation across classrooms and content areas.

Action 3.2 supported teacher effectiveness and instructional support systems through professional development and staffing supports. While one school site was unable to secure a long-term substitute teacher position during the year, the district continued providing instructional support services. However, Teaching Assignment Monitoring Outcomes reflected staffing challenges, with the percentage of teachers holding clear credentials decreasing from 91.7% to 67.6%, while Out-of-Field assignments remained at 0%. In addition, Rubric Scores for Implementation of State Standards declined from 100% to 83%, indicating a continued need to strengthen standards implementation and instructional consistency across grade levels and content areas.

Action 3.3, Ensuring Access to Clean and Safe Facilities, was generally effective in improving facility conditions. The district reduced the number of areas not meeting “Good Repair” standards from 207 to 82, reflecting substantial improvement in facility conditions. Lakeside School maintained its overall FIT rating, while Donald E. Suburu School decreased from Exemplary to Good. These results indicate that the action contributed to safer and more functional learning environments, though continued attention is needed to address remaining repair needs and project delays.

Action 3.4 continued providing targeted support for students with disabilities through instructional aide support and expanded services. Staff turnover among instructional aides created challenges in maintaining continuity of support services throughout the year and remains an area requiring continued attention.

Action 3.5, After School Sports, was effective in maintaining access to extracurricular opportunities and a broad course of study. The district maintained 100% access to a broad course of study for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. Although athletic transportation costs were funded through general funds rather than LCAP funds, the shift in funding source did not reduce student access to after-school athletics or related engagement opportunities. Continued implementation is warranted to sustain student participation, engagement, and access.

Action 3.6, Band and Choir, was effective in supporting student engagement, enrichment, and access to a broad course of study. The district maintained 100% broad course of study access for all identified student groups. In addition, the choir program served 186 students, including 31 English Learners and 111 Socioeconomically Disadvantaged students, while the band program served 137 students, including 13 English Learners, 84 Socioeconomically Disadvantaged students, and 1 Foster Youth student. These participation data indicate that the action provided meaningful enrichment opportunities for unduplicated pupils and supported access to arts-based learning.

Action 3.7, Camp KEEP, was effective in supporting experiential learning and maintaining access to a broad course of study. The district maintained 100% access for low-income students, English Learners, Foster Youth, and Students with Disabilities. A total of 72 students participated in Camp KEEP, including 3 English Learners and 46 Socioeconomically Disadvantaged students. These results indicate that the action provided students with access to outdoor education, environmental learning, relationship-building, and enrichment opportunities that may otherwise be less accessible outside of school.

Action 3.8, Aquatics, was effective in expanding access to physical education, water safety, and enrichment opportunities. The district maintained 100% access to a broad course of study for All Students, low-income students, English Learners, Foster Youth, and Students

with Disabilities. The aquatics program served 346 students, including 39 English Learners, 204 Socioeconomically Disadvantaged students, and 2 Foster Youth students. These participation data indicate that the action supported equitable access to structured physical education enrichment and reduced barriers to water safety instruction for unduplicated pupils.

Overall, the actions associated with Goal 3 were effective in maintaining broad access to instructional programs, standards-aligned materials, designated ELD, facility improvements, and extracurricular opportunities. The district will continue addressing staffing challenges, standards implementation, and facility improvement needs to strengthen the effectiveness of actions moving forward.

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 reflections from implementation, staffing challenges, student access data, and instructional needs identified during the year, several adjustments were made to Goal 3 actions, metrics, and expenditures for the 2026–27 school year to strengthen instructional supports, standards implementation, student access, and specialized services.

For Action 3.1, the district added professional development in Social Science and Science for middle school single-subject teachers to support identification and implementation of essential standards and strengthen instructional consistency across content areas. Additional funding was also added to expand play-based learning opportunities for students in Special Day Class (SDC) Preschool through SDC 2nd grade programs. In addition, the district will purchase a supplemental coding program for middle school electives to expand student access to technology and career-related enrichment opportunities.

For Action 3.2, the district anticipates an increase in newly hired teachers participating in the Teacher Induction Program and an increase in mentor teachers receiving stipends. These adjustments were made in response to staffing trends and the continued need to support teacher development, retention, and instructional effectiveness.

For Action 3.4, expenditures related to teletherapy speech services (Telespeech) are expected to increase due to ongoing challenges recruiting and retaining a Speech-Language Pathologist (SLP). The district will continue utilizing teletherapy services to maintain student access to required speech and language supports.

For Action 3.7, the district increased the Camp KEEP budget in anticipation of increased registration cost and student participation and interest in attending the program. This adjustment was made to expand opportunities for experiential learning, student engagement, and outdoor education experiences.

The district also revised the metrics associated with Actions 3.5 through 3.8. Previously, these actions utilized Chronic Absenteeism metrics; however, the district determined that a Broad Course of Study metric aligned to school site master schedules more accurately measures the intended outcome of these actions. The revised metric will monitor student access to extracurricular, enrichment, and elective opportunities through school site master scheduling to ensure consistency and alignment across Goal 3 actions and outcomes.

No significant changes were made to the overall Goal 3 description or broad course of study access targets. The revisions to actions, expenditures, and metrics were made to strengthen standards implementation, support staffing needs, expand enrichment opportunities, and maintain student access to instructional and support services.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Additional Standards-Aligned Instructional Materials	The district will continue to purchase and maintain standards-aligned instructional materials, provide classroom supply budgets for teachers and instructional aides, and ensure preschool and TK instructional resources are available to support early learning readiness and access to grade-level instruction. Instructional materials and classroom resources will support implementation of California Content Standards and English Language Development (ELD) Standards across grade levels and content areas. Classroom supply allocations will ensure that teachers, instructional aides, and students have access to instructional tools, supplemental materials, and learning resources necessary to support differentiated instruction, student engagement, and rigorous academic learning experiences.	$196,618.00	Yes
3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	The district will continue partnering with Kern County Superintendent of Schools (KCSOS), providing veteran teacher mentorship stipends, and offering professional learning and instructional support designed to strengthen instructional capacity, teacher effectiveness, and staff retention across both school sites. Professional development, mentorship support, and collaboration with KCSOS will focus on strengthening instructional practices aligned to the needs of English Learners, Students with Disabilities, and students requiring academic and social-emotional supports. Veteran teacher mentors, instructional leaders, and district support staff will provide guidance, coaching, collaboration opportunities, and instructional support for new and continuing teachers to strengthen implementation of effective instructional strategies and classroom systems.	$248,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Ensuring Access to Clean and Safe Facilities	The district will continue maintaining safe, clean, and well-maintained learning environments through custodial staffing, facility maintenance and upgrades, transportation services, safety monitoring systems, student support services, and operational supports across both school sites. Planned 2026–2027 activities include: • Continued facility maintenance and campus improvement projects districtwide • Maintain District Clerk staffing to support district operational systems, communication, and student services • Maintain student transportation vehicles, including buses and vans • Expand contracted telespeech services to address continued Speech and Language Pathologist (SLP) staffing shortages and ensure students receive required speech and language services • Support student enrichment and engagement opportunities, including increased Camp KEEP participation and transportation costs • Fund the district band teacher position through LCAP funds for the 2026–2027 school year • Continue campus supervision, safety monitoring, custodial services, and facility upkeep across both school sites During the 2025–2026 school year, planned campus color coating at Lakeside School was postponed due to additional facility repair and building needs identified prior to implementation. Additionally, the district did not hire the planned two night custodians because newly added portable classrooms were not yet ready for occupancy.	$910,302.00	Yes
3.4	Targeted Support for Students with Disabilities	The district will provide specialized staffing, instructional supports, materials, and related services to ensure Students with Disabilities have access to grade-level standards, individualized supports, and a broad course of study within the least restrictive environment appropriate to student needs. Services and supports include:	$1,092,971.00	No

Action #	Title	Description	Total Funds	Contributing
		• School psychologist support • Speech and language services • Instructional aides • Specialized instructional materials and adaptive equipment • Specialized Academic Instruction (SAI) services within Special Day Class (SDC) settings During the 2026–2027 school year, the district will expand special education services by adding two new Special Day Class (SDC) classrooms, including one classroom at Lakeside School and one classroom at Donald E. Suburu School. To support implementation, the district will hire two additional SDC teachers and four Instructional Aide II's to increase specialized instructional support, improve student access to individualized services, and strengthen implementation of students' Individualized Education Programs (IEPs). These expanded services are necessary to address increasing student support needs and ensure Students with Disabilities receive appropriate academic, behavioral, and instructional supports aligned to grade-level standards and individualized learning goals.		
3.5	After School Sports	The district will provide athletic stipends, coaching stipends, transportation, athletic supplies, and extracurricular program support to ensure all students have equitable access to organized athletics, enrichment opportunities, and a broad course of study beyond the instructional day. These programs are designed to increase student engagement, school connectedness, leadership development, collaboration skills, and participation in school activities that support the development of the whole child and strengthen access to comprehensive educational experiences.	$16,113.00	Yes
3.6	Band & Choir	The district will provide a Band/Choir teacher, stipends, instruments, music supplies, and program support to ensure all students have equitable access to music education and performing arts opportunities as part of a broad course of study.	$96,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Music education programs are designed to increase student engagement, creativity, collaboration, communication skills, and school connectedness while providing students with access to enrichment opportunities beyond core academic instruction.		
3.7	Camp Keep	The district will provide financial assistance, transportation, teacher stipends, and program support to ensure all 6th-grade students have equitable access to Camp KEEP, a standards-aligned outdoor science education program that is part of a broad course of study. Camp KEEP provides students with hands-on science instruction, outdoor learning experiences, collaboration opportunities, and environmental education activities designed to strengthen student engagement, problem-solving skills, communication, and access to experiential learning beyond the traditional classroom setting.	$60,200.00	Yes
3.8	Aquatics	The district will maintain aquatics facilities, staffing, instructional programming, and safety supports, including pool management and lifeguard staffing, to ensure students have equitable access to swimming instruction and water safety education as part of a broad course of study. Aquatics instruction provides students with opportunities to develop physical education skills, water safety knowledge, collaboration skills, and participation in structured physical activity programs that support student wellness, engagement, and access to enrichment opportunities beyond the traditional classroom environment.	$163,011.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,454,204	$420,406

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
22.984%	3.403%	$632,420.91	26.387%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supporting Student Success in Math **Need:** District and state assessment data continue to identify mathematics as a critical area of need for unduplicated pupils. Analysis of the 2025 CAASPP Math data indicates that English Learners, Long-Term English Learners, socioeconomically disadvantaged students, Hispanic students, and Students with	This action increases and improves services for unduplicated pupils by strengthening Tier I mathematics instruction, expanding instructional capacity, reducing class sizes, and implementing structured intervention cycles aligned to identified performance gaps. Professional development focused on standards alignment, use of Common Formative Assessments, scaffolding strategies, conceptual mathematics instruction, instructional learning walks, and classroom modeling equips teachers to provide differentiated support within	• CAASPP Math (Goal 1 Metric 2) • STAR Math (Goal 1 Metric 9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disabilities continue to perform significantly below standard in mathematics. Districtwide CAASPP Math Distance from Standard results were -111.3 for English Learners, -179.7 for Long-Term English Learners, -90.2 for socioeconomically disadvantaged students, and -147.8 for Students with Disabilities, with Students with Disabilities remaining in the Red performance level districtwide. At Lakeside School, Hispanic students remained in the Red performance level with a Distance from Standard of -98.8, and Students with Disabilities remained Red at -173.6. January 2026 STAR Math screening data also identified significant percentages of students performing below benchmark levels, including 59% of English Learners and 37% of socioeconomically disadvantaged students scoring within the Intervention or Early Intervention ranges. Grade-level screening data further indicates that between 24% and 41% of students in grades 1–8 are performing below benchmark expectations in mathematics. Educational partner feedback also identified the need for stronger instructional scaffolds, clearer intervention systems, increased access to grade-level problem-solving opportunities, and smaller instructional settings that allow for more individualized support for students performing below standard.	the core classroom. This increases access to grade-level content for English Learners, Long-Term English Learners, and Low-Income students because teachers use assessment data, evidence-based instructional practices, and ongoing coaching support to adjust instruction and provide targeted reteaching. The district will also add one additional elementary teacher at each school site and four additional middle school single-subject teaching positions in English Language Arts, Mathematics, Science, and Social Studies. These positions increase and improve services for unduplicated pupils because smaller instructional settings and increased teacher capacity allow for more individualized instruction, more frequent progress monitoring, targeted intervention, and responsive support based on identified student needs. The structured Response to Intervention (RtI) model further increases services by providing timely, small-group intervention during aligned intervention blocks. Progress monitoring ensures that unduplicated pupils receive intensified support when benchmark growth is not demonstrated. Additional intervention materials, mathematics intervention programs, and professional learning opportunities funded through the Learning Recovery Emergency Block Grant (LREBG) increase and improve services for unduplicated pupils because these supports provide targeted intervention, expanded opportunities for skill development, and increased teacher capacity to deliver standards-aligned mathematics instruction. These supports are intended to address unfinished	

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
	These data demonstrate that unduplicated pupils require increased access to grade-level mathematics instruction, targeted intervention supports, scaffolded problem-solving opportunities, and more individualized instructional support to address persistent achievement gaps. Educational partner feedback and local performance data also indicate a need for increased instructional capacity and smaller instructional settings so teachers can provide more responsive instruction, monitor student progress more frequently, and deliver targeted support based on identified learning needs. In addition, the LEA's Learning Recovery Emergency Block Grant (LREBG) needs assessment identified a continued need for targeted mathematics intervention, accelerated learning opportunities, and professional learning to address unfinished learning and persistent achievement gaps among unduplicated pupils. **Scope:** LEA-wide	learning and persistent mathematics achievement gaps identified through Dashboard, local assessment, and intervention data. Although principally directed toward unduplicated pupils, this action is provided on an LEA-wide basis because instructional coherence, reduced class sizes, expanded instructional staffing, master scheduling of intervention blocks, and professional development systems impact all classrooms. Providing these services on an LEA-wide basis maximizes consistency of implementation while ensuring that unduplicated pupils, who demonstrate the greatest academic needs based on Dashboard and local assessment data, receive increased and improved access to grade-level instruction, targeted intervention, and individualized academic support.	
1.2	**Action:** Supporting Student Success in ELA/ELD **Need:** 2025 CAASPP ELA Distance from Standard data and local literacy assessments indicate that English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Students with Disabilities	This action increases and improves services for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and other unduplicated pupils by strengthening foundational literacy instruction, expanding language development supports, increasing instructional capacity, and providing targeted small-group intervention aligned to identified student skill gaps.	• CAASPP ELA (Goal 1 Metric 1) • CAASPP Science (Goal 1 Metric 3) • DIBELS (Goal 1 Metric 6) • STAR Early Literacy (Goal 1 Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continue to perform significantly below standard in literacy despite overall improvement across student groups. 2025 CAASPP ELA results showed improvement for All Students (-31.6), English Learners (-67.5), Long-Term English Learners (-91.9), socioeconomically disadvantaged students (-42.3), and Students with Disabilities (-114). However, substantial achievement gaps remain for unduplicated pupils and identified student groups. January 2026 STAR Reading, STAR Early Literacy, and DIBELS data also identified high percentages of English Learners, socioeconomically disadvantaged students, and Students with Disabilities performing within the Intervention/Early Intervention ranges, indicating the continued need for foundational literacy instruction, language development support, and targeted small-group intervention. Additionally, 2025 CAASPP Science data reflects ongoing academic disparities for English Learners, socioeconomically disadvantaged students, and Students with Disabilities, demonstrating the need for strengthened literacy and academic language supports across content areas. Educational partner feedback also identified the need for expanded foundational literacy instruction, increased intervention support for students performing below grade level, and	The phonemic awareness and phonics program provides systematic, explicit foundational literacy instruction necessary for reading comprehension and academic language development. Small-group interventions, RtI instructional materials, Heggerty resources, and structured intervention blocks increase targeted support and instructional time for students performing below grade level. Additional elementary teachers at each elementary school site and additional middle school single-subject teachers increase and improve services because reduced class sizes and expanded instructional capacity allow teachers to provide more individualized instruction, more frequent progress monitoring, differentiated literacy supports, and targeted intervention for students experiencing literacy and language development challenges. These staffing enhancements increase access to grade-level literacy instruction and responsive academic support for unduplicated pupils who demonstrate the greatest needs based on local assessment and Dashboard data. Expanded coaching support increases teacher capacity to implement scaffolded instructional strategies, structured language routines, explicit vocabulary instruction, and differentiated literacy supports that directly address language acquisition barriers for English Learners and Long-Term English Learners. Although principally directed toward unduplicated pupils, this action is provided on an LEA-wide basis because literacy systems, reduced class	• STAR Reading (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	smaller instructional settings that allow teachers to provide more individualized instruction, frequent progress monitoring, and targeted academic support.These data demonstrate that unduplicated pupils require increased access to high-quality literacy instruction, language development supports, targeted intervention, and individualized academic support. Additional instructional capacity, reduced class sizes, and expanded intervention resources are necessary because they provide greater opportunities for differentiated instruction, progress monitoring, and responsive support designed to accelerate literacy achievement and close persistent performance gaps. **Scope:** LEA-wide	sizes, expanded instructional staffing, instructional alignment, intervention structures, and coaching supports impact all classrooms and ensure consistent implementation of literacy supports districtwide. Providing the action on an LEA-wide basis maximizes implementation fidelity while ensuring that unduplicated pupils receive increased and improved access to literacy instruction, language development supports, targeted intervention, and individualized academic support.	
1.3	**Action:** Maintaining AVID Program **Need:** District assessment data indicate that English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Students with Disabilities continue to perform below standard in English Language Arts despite overall improvement across student groups. According to the 2025 CAASPP ELA Distance from Standard results, All Students improved to -31.6, while English Learners scored -67.5, Long-Term English Learners scored -91.9,	This action increases and improves services for English Learners, Foster Youth, and Low-Income students by providing structured academic routines that explicitly teach academic vocabulary, writing frameworks, inquiry strategies, and organization skills. AVID increases services because unduplicated pupils receive targeted small-group tutoring and explicit instruction in skills that are not typically taught systematically in core classes. These supports improve access to grade-level texts and assignments because students develop the academic language and metacognitive strategies necessary for comprehension and analysis.	• CAASPP ELA (Goal 1 Metric 1) • STAR Reading (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged students scored -42.3, and Students with Disabilities scored -114. Although performance improved and Red status was eliminated for some student groups, substantial achievement gaps remain for unduplicated pupils. January 2026 STAR Reading data also identified high percentages of students within the Intervention/Early Intervention ranges, including 71% of English Learners, 57% of socioeconomically disadvantaged students, and 75% of Students with Disabilities. Educational partner feedback identified the need for stronger academic language development, structured writing supports, organizational systems, and targeted intervention support to improve student performance on CAASPP and classroom assessments. These data indicate that unduplicated pupils require additional academic scaffolds, language supports, and structured intervention opportunities to access rigorous grade-level instruction and strengthen college and career readiness. **Scope:** LEA-wide	Although AVID strategies are implemented LEA-wide, the program is principally directed toward unduplicated pupils, who are prioritized for enrollment and receive targeted tutoring support. Delivering AVID schoolwide ensures instructional consistency while increasing access and academic scaffolding for students with the greatest demonstrated need.	
2.1	**Action:** Positive Behavior Interventions and Supports (PBIS).	Counselors, school psychologist interns, Student Achievement Support and Intervention staff, instructional staff, the Vice Principal, and site teams play integral roles in supporting student	• Chronic Absenteeism Rate (Goal 2, Metric 5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: California Healthy Kids Survey results and educational partner feedback continue to identify a need to strengthen school connectedness, student engagement, and perceptions of safety, particularly among middle school students. According to the 2025 California Healthy Kids Survey, Grade 5 students reported school connectedness at 60% and feelings of safety at school at 69%. In contrast, Grade 7 students reported substantially lower levels of school connectedness at 31% and perceived school safety at 25%. These results indicate that many students, including unduplicated pupils, do not consistently experience a strong sense of belonging, positive peer and adult relationships, or a safe and supportive school environment. Educational partner feedback further identified a need for additional behavioral supports, social-emotional interventions, student recognition systems, attendance supports, and opportunities to strengthen student engagement and connectedness. These needs are particularly important for unduplicated pupils because barriers related to attendance, behavior, and school engagement can negatively affect access to instruction and academic success. In addition, 2025 California School Dashboard data indicates that while suspension rates and chronic absenteeism rates improved across	well-being, school connectedness, attendance, behavior, and academic engagement, which continue to be identified areas of need for unduplicated pupils. Through coordinated implementation of Positive Behavioral Interventions and Supports (PBIS), attendance interventions, social-emotional supports, and student engagement strategies, the district will provide students with consistent behavioral expectations, timely interventions, positive adult relationships, and opportunities for recognition and connection to school. The addition of 0.50 FTE Vice Principal support will increase the district's capacity to coordinate PBIS implementation, monitor attendance and behavioral data, support restorative practices, provide student and family outreach, and ensure consistent implementation of school climate initiatives across school sites. These services are designed to address identified barriers experienced by unduplicated pupils, including chronic absenteeism, disengagement from school, behavioral challenges, and lower levels of school connectedness. PBIS provides a structured framework for establishing clear behavioral expectations, implementing evidence-based interventions, and creating school environments where students feel safe, valued, and supported. Student incentives that recognize positive behavior, attendance improvement, and academic achievement are designed to reinforce engagement because consistent recognition and positive reinforcement increase student motivation, strengthen school	• Suspension Rate(Goal 2, Metric 7) • Expulsion Rate (Goal 2, Metric 8) • Staff, Student and Family Surveys (Goal 2, Metric 9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	multiple student groups, disparities persist for several unduplicated student groups. The 2025 Dashboard Suspension Rate indicator reflects overall improvement, with All Students decreasing to 1.4%, English Learners decreasing to 0.6%, socioeconomically disadvantaged students decreasing to 1.7%, Students with Disabilities decreasing to 3.4%, and Foster Youth decreasing to 18.5%. Despite these improvements, Foster Youth and Students with Disabilities continue to experience suspension rates that are substantially higher than the rate for All Students, indicating a continued need for behavioral supports, restorative practices, and proactive interventions. Similarly, the 2025 Dashboard Chronic Absenteeism indicator reflects improvement across student groups, including All Students at 22.9%, English Learners at 22.1%, socioeconomically disadvantaged students at 25.4%, Students with Disabilities at 29.0%, and Foster Youth at 36.0%. Although chronic absenteeism declined across all reported groups, rates remain significantly elevated for Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students. These data indicate a continued need for coordinated attendance monitoring, student engagement strategies, behavioral supports, and family outreach efforts designed to increase school connectedness and improve access to consistent instruction.	connectedness, and encourage regular participation in school. Student incentives supported through Learning Recovery Emergency Block Grant (LREBG) funds further increase and improve services for unduplicated pupils because they provide structured opportunities to recognize positive behavior and engagement, strengthen students' sense of belonging, and reinforce behaviors that support regular attendance and participation in school. The district will further strengthen social-emotional and behavioral support systems through the addition of a second school psychologist intern, Crisis Prevention Intervention (CPI) training for staff, and expanded play-based learning opportunities within Transitional Kindergarten classrooms. These services are intended to improve students' self-regulation, social-emotional development, and engagement in learning because students who develop strong behavioral and social-emotional skills are better able to access instruction and participate successfully in the school environment. These actions are provided on an LEA-wide basis because school climate, attendance, behavioral supports, and student engagement systems benefit all students while addressing the disproportionately higher rates of chronic absenteeism, suspension, disengagement, and lower levels of school connectedness experienced by unduplicated student groups. Providing these services districtwide allows the district to establish	

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
	Because unduplicated pupils continue to experience higher rates of chronic absenteeism, disproportionate suspension rates, and lower levels of school connectedness, the district will provide expanded PBIS implementation, attendance interventions, social-emotional supports, student recognition programs, school psychologist intern services, and Vice Principal leadership to strengthen school climate, improve student engagement, and increase student access to instructional time. **Scope:** LEA-wide	consistent expectations, interventions, and support systems across all schools while increasing and improving services for unduplicated pupils who demonstrate the greatest need based on local and state data.	
2.2	**Action:** Building Stronger School-Home Partnerships: Promoting Parent Involvement **Need:** Although the district has demonstrated improvement in suspension rates and chronic absenteeism, educational partner feedback and student outcome data continue to indicate the need for increased family engagement and school connectedness supports, particularly for unduplicated pupils and students experiencing attendance challenges. According to the 2025 California School Dashboard, suspension rates declined across student groups, including All Students at 1.4% (a decrease of 4.6%), English Learners at 0.6% (a decrease of 5.6%), socioeconomically	Certificated and classified staff will provide parent informational meetings, family engagement activities, bilingual communication support, and ongoing outreach efforts to strengthen partnerships between home and school. By implementing these supports on an LEA-wide basis, families will receive increased access to information, communication tools, and school resources that support regular attendance, positive behavior, academic engagement, and student success. Family engagement efforts, including workshops, outreach programs, school communication systems, and relationship-building activities, are designed to empower families with the knowledge and resources necessary to support student attendance, reinforce positive behavior, and strengthen school connectedness. These services	• Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5) • Middle School Dropout Rate (Goal 2, Metric 6) • Suspension Rate (Goal 2, Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disadvantaged students at 1.7% (a decrease of 4.8%), Students with Disabilities at 3.4% (a decrease of 4.4%), and Foster Youth at 18.5% (a decrease of 6.5%). Despite these improvements, Foster Youth and Students with Disabilities continue to experience disproportionately higher suspension rates compared to other student groups. Similarly, chronic absenteeism rates improved across student groups, including All Students at 22.9% (a decrease of 5.9%), English Learners at 22.1% (a decrease of 7%), socioeconomically disadvantaged students at 25.4% (a decrease of 4.6%), Students with Disabilities at 29% (a decrease of 8.9%), and Foster Youth at 36.0% (a decrease of 34.6%). While these improvements reflect positive progress, chronic absenteeism rates remain elevated for several unduplicated student groups. Additionally, April 2026 year-to-date attendance data indicates overall attendance at 93.66%, including 93.93% at Lakeside School and 93.36% at Donald E. Suburu School. The district also maintained a 0% KiDS middle school dropout rate as of April 2026. Educational partners emphasized the importance of continuing proactive family engagement, communication, and attendance support efforts to sustain these improvements and strengthen student success outcomes. **Scope:**	are provided on an LEA-wide basis because family engagement and school-to-home communication systems benefit all students while addressing the disproportionately higher rates of chronic absenteeism, disengagement, and behavioral challenges experienced by unduplicated student groups.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Promoting Regular School Attendance **Need:** The 2025 California Healthy Kids Survey continues to identify disparities in school connectedness and perceived school safety among students, particularly at the middle school level. According to the survey results, Grade 5 students reported school connectedness at 60% and feelings of safety at school at 69%. In contrast, Grade 7 students reported substantially lower levels of school connectedness at 31% and perceived school safety at 25%. These results indicate that many students, particularly middle school students and unduplicated pupils, continue to experience social-emotional and engagement challenges that may negatively impact attendance, school connectedness, and academic success. In addition, chronic absenteeism continues to disproportionately impact unduplicated student groups despite notable improvement. According to the 2025 California School Dashboard, chronic absenteeism rates decreased to 22.9% for All Students (a decrease of 5.9%), 22.1% for English Learners (a decrease of 7%), 25.4% for socioeconomically disadvantaged students (a decrease of 4.6%), 29% for Students with Disabilities (a decrease of 8.9%), and 36.0% for Foster Youth (a decrease of 34.6%). While	The registered nurse, contracted part-time registered nurse, health technicians, campus supervisors, and site staff play integral roles in supporting student health, wellness, attendance, and school connectedness for unduplicated pupils and other identified student groups. By providing these services on an LEA-wide basis, students and families will have increased access to health-related interventions, attendance supports, wellness resources, and proactive communication systems that address barriers to regular school attendance and student engagement. Health screenings, wellness supports, attendance monitoring, and family outreach are designed to identify and address health-related, social-emotional, and attendance barriers before they significantly impact student learning. Student attendance incentives and positive reinforcement systems are intended to strengthen attendance habits and increase student motivation because consistent recognition and engagement supports encourage students to attend school regularly and remain connected to the school community. Attendance improvement incentives supported through Learning Recovery Emergency Block Grant (LREBG) funds further increase and improve services for unduplicated pupils because they provide structured recognition opportunities for students demonstrating attendance growth, reinforce positive attendance behaviors, and strengthen students' connection to school.	• Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the district has demonstrated significant progress in reducing chronic absenteeism, rates for Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students remain elevated, indicating the continued need for targeted attendance, wellness, and student engagement supports. Additionally, April 2026 year-to-date attendance data reflects an overall district attendance rate of 93.66%, including 93.93% at Lakeside School and 93.36% at Donald E. Suburu School. Educational partner feedback emphasized the importance of continuing health, wellness, and attendance interventions to sustain positive attendance trends and strengthen student engagement and school connectedness. **Scope:** LEA-wide	These services are provided on an LEA-wide basis because student health, attendance, and wellness systems benefit all students while addressing the disproportionately higher rates of chronic absenteeism, disengagement, and school connectedness challenges experienced by unduplicated student groups.	
2.4	**Action:** Promoting Positive Growth: An Alternative to Suspension **Need:** The 2025 California School Dashboard Suspension Rate data reflects significant improvement across student groups, including All Students at 1.4% (a decrease of 4.6%), English Learners at 0.6% (a decrease of 5.6%), socioeconomically disadvantaged students at 1.7% (a decrease of 4.8%), Students with Disabilities at 3.4% (a decrease	The Alternative to Suspension program provides unduplicated pupils and other identified student groups with a supportive and constructive behavioral intervention environment that allows students to remain connected to instruction and school supports while addressing behavioral concerns. Rather than removing students from the instructional environment through exclusionary discipline practices, the program provides structured opportunities for reflection, behavioral coaching, academic support, and social-emotional skill development.	• Suspension Rate (Goal 2, Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of 4.4%), and Foster Youth at 18.5% (a decrease of 6.5%). While suspension rates declined districtwide, Foster Youth and Students with Disabilities continue to experience disproportionately higher suspension rates compared to other student groups, indicating the continued need for targeted behavioral and restorative intervention supports. Educational partner feedback and school climate data also indicate the importance of maintaining structured behavioral intervention systems that support students' social-emotional development, strengthen school connectedness, and reduce exclusionary disciplinary practices. Students experiencing behavioral challenges often require additional social-emotional, behavioral, and relationship-based supports to remain engaged in the instructional program and successfully participate in the school community. **Scope:** LEA-wide	The vice principal, Alternative to Suspension teacher, counselor, and support staff will collaborate to provide targeted behavioral interventions, restorative support practices, and individualized student assistance within a structured setting. These services are designed to strengthen self-regulation, improve behavioral decision-making, reduce repeat behavioral incidents, and increase school connectedness because students receive consistent support, intervention, and opportunities to practice positive behavioral skills. This action is provided on an LEA-wide basis because behavioral intervention systems, restorative supports, and alternatives to exclusionary discipline practices benefit all students while addressing the disproportionately higher suspension rates and behavioral support needs experienced by unduplicated student groups, particularly Foster Youth and Students with Disabilities.	
3.1	**Action:** Additional Standards-Aligned Instructional Materials **Need:** District assessment data indicate that English Learners, socioeconomically disadvantaged students, and Students with Disabilities continue to perform below standard in English Language Arts and Mathematics despite	Providing standards-aligned instructional materials increases and improves services for English Learners, socioeconomically disadvantaged students, Foster Youth, and other unduplicated pupils by ensuring access to rigorous grade-level curriculum aligned to California Content Standards and ELD Standards. Classroom supply allocations and instructional resources support differentiated instruction,	• CA Dashboard Local Indicators: Instructional Materials (Goal 3, Metric 2, 4-7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	overall improvement across student groups. For example, 2025 CAASPP ELA Distance from Standard results identified English Learners at -67.5 and Students with Disabilities at -114. Educational partner input identified the need for consistent access to standards-aligned instructional materials, classroom resources, and instructional supplies to support rigorous grade-level instruction and differentiated learning opportunities for students performing below standard. These data indicate that unduplicated pupils require consistent access to high-quality instructional materials and classroom resources that support scaffolded instruction, academic language development, and engagement with grade-level content. **Scope:** LEA-wide	academic language development, and scaffolded learning opportunities because teachers and instructional aides have access to materials necessary to address diverse learning needs and provide targeted instructional support. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites, and consistent access to standards-aligned instructional materials and classroom resources is necessary to ensure equitable instructional access and consistent implementation of grade-level curriculum districtwide.	
3.2	**Action:** Nurturing Teacher Excellence: Providing Comprehensive Support **Need:** Teacher assignment monitoring outcomes identified that 67.6% of teachers were fully credentialed during the 2023–2024 school year. Educational partner feedback and staff surveys also identified the need for increased instructional support, professional development, and mentorship opportunities	Mentorship stipends, collaboration with KCSOS, and ongoing professional learning opportunities increase and improve services for unduplicated pupils by strengthening teacher capacity to implement effective instructional strategies, differentiated supports, and classroom practices aligned to the needs of English Learners, Students with Disabilities, and students performing below grade level. Veteran teacher mentorship and instructional collaboration support staff retention and	• CA Dashboard Local Indicators: Basics: Teachers (Goal 3, Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	focused on serving English Learners, Students with Disabilities, and students requiring social-emotional and behavioral supports. These data indicate the need to strengthen teacher support systems, professional learning opportunities, and staff retention efforts to ensure unduplicated pupils have consistent access to appropriately credentialed staff and effective instructional practices. **Scope:** LEA-wide	instructional consistency because teachers receive ongoing guidance, coaching, and professional support that strengthens instructional effectiveness and reduces staffing instability. Increased instructional stability benefits unduplicated pupils by reducing disruptions in instructional continuity and improving access to qualified, supported instructional staff. This action is provided on an LEA-wide basis because teacher quality, instructional capacity, and staff retention impact all classrooms and student groups across both school sites.	
3.3	**Action:** Ensuring Access to Clean and Safe Facilities **Need:** Facility Inspection Tool (FIT) data identified 207 areas not meeting the “Good Repair” standard at baseline (2023). Although deficiencies decreased to 82 areas in 2025–2026, continued maintenance and facility improvement efforts remain necessary to sustain safe and functional learning environments across both school sites. Updated LCAP survey results also identified continued concerns regarding campus cleanliness and maintenance. Among families surveyed, 60% strongly agreed or agreed that campuses are cleaned and well maintained, while 38% disagreed or strongly disagreed. Student responses reflected greater concern, with only 38% reporting that campuses are clean and well maintained, while 62%	The district increases and improves services for unduplicated pupils by maintaining facility upkeep, strengthening operational systems, expanding student transportation access, supporting campus safety systems, and ensuring students receive necessary support services. Facility maintenance, custodial services, campus supervision, and transportation systems improve conditions of learning because students have access to safe, clean, functional, and reliable learning environments that support consistent school attendance and participation. Expanded telespeech services increase access to required speech and language supports for students despite ongoing staffing shortages in specialized service areas. Student enrichment opportunities, including Camp KEEP participation and music programs, increase student engagement, connectedness, and access to expanded learning experiences that may	• CA Dashboard Local Indicators: Basics: Facilities: (Goal 3, Metric 3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicated they are not. Staff survey results showed 53% reporting that campuses are clean and maintained, while 47% indicated they are not. Additionally, 53% of staff reported that staff and students do not consistently keep campuses clean and well maintained. These perception data, combined with ongoing facility maintenance needs and operational service demands, indicate the need for continued facility upkeep, campus supervision, transportation supports, and student service systems to maintain safe and supportive learning environments. Because over 70% of district enrollment consists of socioeconomically disadvantaged students, and a significant portion of students are English Learners and Foster Youth, maintaining safe, clean, and well-supported learning environments is necessary to reduce environmental and operational barriers that may disproportionately impact unduplicated pupils. **Scope:** LEA-wide	otherwise be less accessible to unduplicated pupils. These services are particularly important for socioeconomically disadvantaged students, English Learners, and Foster Youth because many students rely on school facilities, transportation systems, and school-based support services as primary access points for safe learning environments and enrichment opportunities. This action is provided on an LEA-wide basis because facility conditions, operational systems, transportation access, and student support services impact all students across both school sites, while providing increased and improved access and support for unduplicated pupils districtwide.	
3.5	**Action:** After School Sports **Need:** Educational partner feedback identified that socioeconomically disadvantaged students, English Learners, and Foster Youth	Providing athletic stipends, transportation, coaching support, and athletic supplies increases and improves services for unduplicated pupils by reducing financial and access barriers that may prevent participation in extracurricular programs and athletics.	• School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 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
	experience financial, transportation, and participation barriers that may limit access to extracurricular activities, athletics, and enrichment opportunities that are part of a broad course of study. These barriers may reduce opportunities for student engagement, school connectedness, leadership development, and participation in school programs that support academic and social-emotional growth. **Scope:** LEA-wide	Transportation and program supports increase equitable access to a broad course of study because students are provided opportunities to participate in organized athletics and enrichment activities regardless of financial circumstances or transportation limitations. Participation in extracurricular programs strengthens school connectedness, student engagement, collaboration skills, and leadership development because students are actively connected to school programs and positive peer relationships beyond the instructional day. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites, and equitable access to athletics, enrichment opportunities, and a broad course of study requires districtwide implementation.	• School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth pupils (Goal 3, Metric 3.7) • School Site Master Schedule indicating access to a broad course of study for Students with Disabilities (Goal 3, Metric 3.8)
3.6	**Action:** Band & Choir **Need:** English Learners, Foster Youth, and socioeconomically disadvantaged students may experience financial and participation barriers that limit access to enrichment programs and performing arts opportunities that are part of a broad course of study. Educational partner feedback identified the need to reduce financial and structural barriers that disproportionately impact unduplicated pupils' access to music education, enrichment	The district increases and improves services for unduplicated pupils by providing instruments, music supplies, instructional support, and performing arts opportunities at no cost to students, reducing financial barriers that may limit participation. Music education increases equitable access to a broad course of study because students are provided opportunities to participate in performing arts programs regardless of financial circumstances. Participation in music programs strengthens communication skills, collaboration, creativity, school connectedness, and student engagement because students actively participate in structured performance-based learning	• School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6) • School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth

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
	opportunities, and school engagement activities. **Scope:** LEA-wide	experiences and collaborative instructional activities. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites, and equitable access to music education and performing arts opportunities requires districtwide implementation.	pupils (Goal 3, Metric 3.7) • School Site Master Schedule indicating access to a broad course of study for Students with Disabilities (Goal 3, Metric 3.8)
3.7	**Action:** Camp Keep **Need:** Socioeconomically disadvantaged students, Foster Youth, and English Learners may experience financial and transportation barriers that limit participation in off-campus instructional programs and enrichment opportunities that are part of a broad course of study. Educational partner feedback identified the need to reduce financial and structural barriers that may disproportionately impact unduplicated pupils' participation in outdoor science education and experiential learning opportunities. English Learners also benefit from contextualized, hands-on learning experiences that reinforce academic vocabulary development and language acquisition within science instruction. **Scope:**	The district increases and improves services for unduplicated pupils by providing financial assistance, transportation, and program support that reduce barriers to participation in Camp KEEP and outdoor science education experiences. Providing transportation and covering program costs increases equitable access to a broad course of study because students are able to participate in standards-aligned science instruction and experiential learning opportunities regardless of financial circumstances. Camp KEEP participation strengthens student engagement, collaboration skills, environmental literacy, and academic language development because students actively participate in hands-on, inquiry-based instructional activities outside the traditional classroom environment. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all school sites, and equitable access to outdoor science education and experiential learning opportunities requires districtwide implementation and financial support systems.	• School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6) • School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth pupils (Goal 3, Metric 3.7) • School Site Master Schedule indicating access to a broad course of study for Students with

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
	Schoolwide		Disabilities (Goal 3, Metric 3.8)
3.8	**Action:** Aquatics **Need:** Socioeconomically disadvantaged students, English Learners, and Foster Youth may have limited access to community-based swim instruction, extracurricular physical education opportunities, and water safety programs outside of school. Educational partner feedback identified the need for structured, school-based physical education and enrichment opportunities that are accessible to unduplicated pupils regardless of financial circumstances or outside access to recreational programs. English Learners also benefit from structured instructional environments that integrate language development, academic vocabulary, and collaborative participation within physical education settings. **Scope:** Schoolwide	The district increases and improves services for unduplicated pupils by providing aquatics instruction, water safety education, staffing, and facility access at no cost to students, reducing financial and participation barriers that may otherwise limit access to physical education enrichment opportunities. Providing structured aquatics instruction increases equitable access to a broad course of study because students are able to participate in standards-aligned physical education and water safety instruction regardless of financial circumstances or outside access to swim programs. Aquatics programming strengthens physical wellness, collaboration skills, student engagement, and water safety knowledge because students actively participate in structured instructional activities aligned to physical education standards. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all school sites, and equitable access to aquatics instruction, physical education enrichment, and water safety programming requires districtwide implementation and facility access.	• School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6) • School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth pupils (Goal 3, Metric 3.7) • School Site Master Schedule indicating access to a broad course of study for Students with Disabilities (Goal 3, Metric 3.8)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Additional Support for ELs and LTELs **Need:** English Learners and Long-Term English Learners continue to demonstrate significant gaps in academic performance relative to All Students despite overall improvement across accountability indicators. According to the 2025 CAASPP ELA Distance from Standard results, All Students improved to -31.6, while English Learners remained substantially below standard at -67.5. January 2026 STAR Reading and DIBELS data also identified 71% of English Learners within the Intervention/Early Intervention ranges, compared to 54% of All Students. Additionally, 2025 CAASPP Science results showed that only 2.04% of English Learners met or exceeded standards compared to 27% of All Students, demonstrating ongoing academic language and content access challenges. DataQuest data indicates that 32.4% of students are identified as Ever English Learners, and the 2025 English Learner Progress Indicator (ELPI) showed that 51.7% of English Learners are making progress toward English language proficiency, with the district earning a Green performance level.	This action increases services for English Learners by providing: • Dedicated designated ELD instruction embedded within the master schedule • Specialized professional development focused on language scaffolding • Additional ELD professional learning supported through Learning Recovery Emergency Block Grant (LREBG) funds to strengthen implementation of designated and integrated ELD instruction • Targeted small-group support from the ELD/RtI Coordinator and instructional aides • Ongoing language acquisition monitoring to ensure timely instructional adjustments Services are improved because language objectives are intentionally aligned with core content instruction, increasing EL access to grade-level standards. Additional ELD professional learning funded through LREBG strengthens teacher capacity to implement designated and integrated ELD practices because teachers receive training, coaching, and instructional support focused on language development strategies that increase opportunities for students to engage in academic language production and access grade-level content. Because this action is specifically designed to	• English Learner Progress Indicator (Goal 1 Metric 4) • EL Reclassification Rate (Goal 1 Metric 5) • Distance from Standard (DFS) on CAASPP ELA, Math and Science Assessment (Goal 1, Metric 1-3) • Local benchmark literacy assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational partner input identified the need for stronger alignment between language development instruction and core academic content, expanded academic language supports, and more consistent progress monitoring to improve reclassification outcomes and academic achievement. These data indicate that English Learners and Long-Term English Learners require increased structured language instruction, scaffolded academic supports, and systematic progress monitoring to accelerate English proficiency and increase access to grade-level instruction. **Scope:** Limited to Unduplicated Student Group(s)	address language acquisition barriers unique to English Learners and LTELs, it is limited to this unduplicated student group.	

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

Not applicable.

Additional Concentration Grant Funding

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

The Lakeside Union School District will continue using additional Concentration Grant add-on funding to increase the number of staff providing direct services to students at school sites with high concentrations of foster youth, English learners, and low-income students. These staffing supports are designed to increase academic intervention, behavioral support, social-emotional services, attendance support, and access to instructional assistance for unduplicated pupils.

The district will continue funding School Psychologist Intern positions to expand student mental health, PBIS, and social-emotional supports (Goal 2, Action 1). For the 2026–27 school year, the district increased the number of School Psychologist Intern positions from one to two in order to provide additional direct support services to students and strengthen behavioral and intervention systems across school sites.

Additional Instructional Aides will continue supporting Response to Intervention (RtI) efforts in English Language Arts and Mathematics (Goal 1, Actions 1 and 2), providing targeted small-group and classroom support services to students identified for intervention. Student Achievement Supports & Interventions staff will continue addressing attendance, engagement, and behavioral concerns through direct student and family support services (Goal 2, Action 2). The district will also continue providing two counselor positions to support positive student behaviors, attendance interventions, student engagement, and social-emotional supports (Goal 2, Actions 1, 3, and 4). Campus Supervisors will continue assisting with attendance monitoring, PBIS implementation, supervision, and positive behavior supports across school sites (Goal 2, Actions 1 and 3).

The district will also continue providing an Alternative to Suspension Teacher position to support students through intervention, reflection, skill-building, and restorative practices designed to reduce exclusionary discipline and maintain student access to instruction (Goal 2, Action 4). AVID Tutors will continue supporting academic skill development and college and career readiness for students participating in AVID programs (Goal 1, Action 3).

In addition, Technology Instructional Aide support will continue assisting students and teachers with technology integration and access to instructional technology resources (Goal 3, Action 1). The district will also continue utilizing instructional support staff and specialized service providers, including teletherapy speech services when necessary, to maintain required student support services and increase access for unduplicated pupils.

These positions increase the availability of direct academic, behavioral, social-emotional, attendance, and instructional support services for unduplicated students and are intended to improve student engagement, access to interventions, and academic outcomes at school sites with high concentrations of foster youth, English learners, and low-income 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	N/A	1:35
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$19,379,486	4,454,204	22.984%	3.403%	26.387%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,163,552.00	$1,180,498.00	$0.00	$0.00	$6,344,050.00	$4,899,137.00	$1,444,913.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supporting Student Success in Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$705,197.00	$25,015.00	$671,835.00	$58,377.00			$730,212.00	
1	1.2	Supporting Student Success in ELA/ELD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,241,609.00	$99,606.00	$1,341,215.00				$1,341,215.00	
1	1.3	Maintaining AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$14,221.00	$10,240.00	$24,461.00				$24,461.00	
1	1.4	Additional Support for ELs and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$176,090.00	$177,427.00	$347,967.00	$5,550.00			$353,517.00	
2	2.1	Positive Behavior Interventions and Supports (PBIS).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$468,990.00	$41,750.00	$493,140.00	$17,600.00			$510,740.00	
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$29,821.00	$1,000.00	$30,821.00				$30,821.00	
2	2.3	Promoting Regular School Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$379,766.00	$8,973.00	$382,739.00	$6,000.00			$388,739.00	
2	2.4	Promoting Positive Growth: An Alternative to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$170,497.00	$9,449.00	$179,946.00				$179,946.00	

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
3	3.1	Additional Standards-Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$50,762.00	$145,856.00	$196,618.00				$196,618.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$176,943.00	$72,000.00	$248,943.00				$248,943.00	
3	3.3	Ensuring Access to Clean and Safe Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$372,752.00	$537,550.00	$910,302.00				$910,302.00	
3	3.4	Targeted Support for Students with Disabilities	Students with Disabilities	No			All Schools	on-going	$841,321.00	$251,650.00		$1,092,971.00			$1,092,971.00	
3	3.5	After School Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$16,113.00	$0.00	$16,113.00				$16,113.00	
3	3.6	Band & Choir	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$94,544.00	$1,697.00	$96,241.00				$96,241.00	
3	3.7	Camp Keep	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade	ongoing	$7,500.00	$52,700.00	$60,200.00				$60,200.00	
3	3.8	Aquatics	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	ongoing	$153,011.00	$10,000.00	$163,011.00				$163,011.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$19,379,486	4,454,204	22.984%	3.403%	26.387%	$5,163,552.00	0.000%	26.644 %	**Total:**	$5,163,552.00
								LEA-wide Total:	$4,592,374.00
								Limited Total:	$347,967.00
								Schoolwide Total:	$223,211.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supporting Student Success in Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$671,835.00	
1	**1.2**	Supporting Student Success in ELA/ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,341,215.00	
1	**1.3**	Maintaining AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,461.00	
1	**1.4**	Additional Support for ELs and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$347,967.00	
2	**2.1**	Positive Behavior Interventions and Supports (PBIS).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$493,140.00	
2	**2.2**	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,821.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Promoting Regular School Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$382,739.00	
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,946.00	
3	3.1	Additional Standards-Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,618.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$248,943.00	
3	3.3	Ensuring Access to Clean and Safe Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$910,302.00	
3	3.5	After School Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,113.00	
3	3.6	Band & Choir	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,241.00	
3	3.7	Camp Keep	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade	$60,200.00	
3	3.8	Aquatics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	$163,011.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,572,311.00	$5,605,937.00

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**	Supporting Student Success in Math	Yes	$501,865.00	$356,885
1	**1.2**	Supporting Student Success in ELA/ELD	Yes	$1,189,998.00	$1,017,848
1	**1.3**	Maintaining AVID Program	Yes	$27,028.00	$17,782
1	**1.4**	Additional Support for ELs and LTELs	Yes	$318,042.00	$318,982
2	**2.1**	Positive Behavior Interventions and Supports (PBIS).	Yes	$370,314.00	$366,591
2	**2.2**	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	$26,145.00	$23,358
2	**2.3**	Promoting Regular School Attendance	Yes	$379,761.00	$365,301
2	**2.4**	Promoting Positive Growth: An Alternative to Suspension	Yes	$172,666.00	$172,897
3	**3.1**	Additional Standards-Aligned Instructional Materials	Yes	$138,454.00	$270,582
3	**3.2**	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	$216,528.00	$207,555
3	**3.3**	Ensuring Access to Clean and Safe Facilities	Yes	$1,682,636.00	$1,175,226

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Targeted Support for Students with Disabilities	No	$1,225,357.00	$1,016,445
3	**3.5**	After School Sports	Yes	$31,415.00	$18,901
3	**3.6**	Band & Choir	Yes	$96,159.00	$96,123
3	**3.7**	Camp Keep	Yes	$45,556.00	$39,389
3	**3.8**	Aquatics	Yes	$150,387.00	$142,072

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,365,288	$5,346,954.00	$4,589,492.00	$757,462.00	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	Supporting Student Success in Math	Yes	$501,865.00	$356,885		
1	1.2	Supporting Student Success in ELA/ELD	Yes	$1,189,998.00	$1,017,848		
1	1.3	Maintaining AVID Program	Yes	$27,028.00	$17,782		
1	1.4	Additional Support for ELs and LTELs	Yes	$318,042.00	$318,982		
2	2.1	Positive Behavior Interventions and Supports (PBIS).	Yes	$370,314.00	$366,591		
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	$26,145.00	$23,358		
2	2.3	Promoting Regular School Attendance	Yes	$379,761.00	$365,301		
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	$172,666.00	$172,897		
3	3.1	Additional Standards-Aligned Instructional Materials	Yes	$138,454.00	$270,582		
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	$216,528.00	$207,555		
3	3.3	Ensuring Access to Clean and Safe Facilities	Yes	$1,682,636.00	$1,175,226		
3	3.5	After School Sports	Yes	$31,415.00	$18,901		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.6**	Band & Choir	Yes	$96,159.00	$96,123		
3	**3.7**	Camp Keep	Yes	$45,556.00	$39,389		
3	**3.8**	Aquatics	Yes	$150,387.00	$142,072		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$18,585,917	$4,365,288	4.609%	28.096%	$4,589,492.00	0.000%	24.693%	$632,420.91	3.403%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Lakeside Union School District
Date: 06/03/2026

Public Hearing:

Place: Lakeside Union School District
Date: 06/09/2026
Time: 6:30 PM

Adoption Date: 06/16/2026
Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Title:

Contact person for additional information on the budget reports:

Name: Marlene Ortiz
Title: Fiscal Analyst

Telephone: 661-636-4219
E-mail: marortiz@kern.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X	
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:		
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Form CC - Workers' Compensation Certification

2026–27 Budget

Local Educational Agency (LEA): Lakeside Union Elementary

County: Kern

Fiscal Year and Reporting Period: 2026–27 Budget, July 1

County District School (CDS) Number: 15 63552 0000000

Dataset Submission Number: H8B5EU74TW (2026–27)

California Department of Education (CDE)

Standardized Account Code Structure (SACS) Web Financial Reporting System, System Version SACS V15

Form CC, Form Version 4 (FV4)

Printed: 06/05/2026 09:13 AM

Note: Individuals experiencing difficulties with this document can contact the Financial Accountability & Information Services Office at the School Fiscal Services Division at sacsweb@cde.ca.gov

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

○ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: $ _____
- Less: Amount of total liabilities reserved in budget: $ _____
- Estimated accrued but unfunded liabilities: $ 0.00

◉ This school district is self-insured for workers' compensation claims through the JPA identified below:

Self Insured Schools of California

○ This school district is not self-insured for workers' compensation claims.

Signature (Original signature required)

	06/16/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Printed Name	Title

For additional information on this certification, please contact:

Ty Bryson	Superintendent
Name	Title
tbryson@lakesideusd.org	661-836-6658
Email	Telephone

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	23,313,525.00	0.00	23,313,525.00	24,074,265.00	0.00	24,074,265.00	3.3%
2) Federal Revenue		8100-8299	0.00	982,916.00	982,916.00	0.00	993,805.00	993,805.00	1.1%
3) Other State Revenue		8300-8599	518,942.00	4,436,871.00	4,955,813.00	546,908.00	4,421,784.00	4,968,692.00	0.3%
4) Other Local Revenue		8600-8799	215,000.00	1,484,865.00	1,699,865.00	215,000.00	2,100,504.00	2,315,504.00	36.2%
5) TOTAL, REVENUES			24,047,467.00	6,904,652.00	30,952,119.00	24,836,173.00	7,516,093.00	32,352,266.00	4.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	7,959,228.00	1,217,281.00	9,176,509.00	8,382,185.00	1,191,263.00	9,573,448.00	4.3%
2) Classified Salaries		2000-2999	2,481,640.00	910,800.00	3,392,440.00	2,617,007.00	812,513.00	3,429,520.00	1.1%
3) Employee Benefits		3000-3999	5,352,918.00	1,664,232.00	7,017,150.00	5,652,233.00	1,687,123.00	7,339,356.00	4.6%
4) Books and Supplies		4000-4999	923,555.00	928,935.90	1,852,490.90	861,729.00	727,381.00	1,589,110.00	-14.2%
5) Services and Other Operating Expenditures		5000-5999	2,132,342.00	2,513,614.69	4,645,956.69	1,792,677.00	2,540,056.00	4,332,733.00	-6.7%
6) Capital Outlay		6000-6999	702,888.00	790,000.00	1,492,888.00	500,000.00	771,200.00	1,271,200.00	-14.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	3,682,456.00	3,682,456.00	0.00	3,682,456.00	3,682,456.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(143,435.00)	132,235.00	(11,200.00)	(185,372.00)	174,172.00	(11,200.00)	0.0%
9) TOTAL, EXPENDITURES			19,409,136.00	11,839,554.59	31,248,690.59	19,620,459.00	11,586,164.00	31,206,623.00	-0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,638,331.00	(4,934,902.59)	(296,571.59)	5,215,714.00	(4,070,071.00)	1,145,643.00	-486.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			108,564.00	(405,135.59)	(296,571.59)	1,086,648.00	58,995.00	1,145,643.00	-486.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,213,305.93	2,826,334.90	9,039,640.83	6,455,132.93	2,421,199.31	8,876,332.24	-1.8%
b) Audit Adjustments		9793	133,263.00	0.00	133,263.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			6,346,568.93	2,826,334.90	9,172,903.83	6,455,132.93	2,421,199.31	8,876,332.24	-3.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,346,568.93	2,826,334.90	9,172,903.83	6,455,132.93	2,421,199.31	8,876,332.24	-3.2%
2) Ending Balance, June 30 (E + F1e)			6,455,132.93	2,421,199.31	8,876,332.24	7,541,780.93	2,480,194.31	10,021,975.24	12.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,421,199.31	2,421,199.31	0.00	2,480,194.31	2,480,194.31	2.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,454,132.93	0.00	6,454,132.93	7,541,780.93	0.00	7,541,780.93	16.9%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	11,624,580.18	459,696.65	12,084,276.83				
1) Fair Value Adjustment to Cash in County Treasury		9111	133,263.00	0.00	133,263.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	1,000.00	0.00	1,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	(35.00)	(35.00)				
4) Due from Grantor Government		9290	0.00	42,449.51	42,449.51				
5) Due from Other Funds		9310	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			11,758,843.18	502,111.16	12,260,954.34				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	1,110,512.78	0.00	1,110,512.78				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			1,110,512.78	0.00	1,110,512.78				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			10,648,330.40	502,111.16	11,150,441.56				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	14,687,271.00	0.00	14,687,271.00	15,425,083.00	0.00	15,425,083.00	5.0%
Education Protection Account State Aid - Current Year		8012	4,744,726.00	0.00	4,744,726.00	4,880,905.00	0.00	4,880,905.00	2.9%
State Aid - Prior Years		8019	106,199.00	0.00	106,199.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	20,202.00	0.00	20,202.00	20,202.00	0.00	20,202.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	3,645,943.00	0.00	3,645,943.00	3,645,943.00	0.00	3,645,943.00	0.0%
Unsecured Roll Taxes		8042	391,859.00	0.00	391,859.00	391,859.00	0.00	391,859.00	0.0%
Prior Years' Taxes		8043	120,820.00	0.00	120,820.00	120,820.00	0.00	120,820.00	0.0%
Supplemental Taxes		8044	56,648.00	0.00	56,648.00	56,648.00	0.00	56,648.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(467,195.00)	0.00	(467,195.00)	(467,195.00)	0.00	(467,195.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	7,052.00	0.00	7,052.00	0.00	0.00	0.00	-100.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			23,313,525.00	0.00	23,313,525.00	24,074,265.00	0.00	24,074,265.00	3.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			23,313,525.00	0.00	23,313,525.00	24,074,265.00	0.00	24,074,265.00	3.3%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	378,163.00	378,163.00	0.00	378,163.00	378,163.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		465,262.00	465,262.00		466,362.00	466,362.00	0.2%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		62,232.00	62,232.00		62,245.00	62,245.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Immigrant Student Program	4201	8290		8,184.00	8,184.00		12,134.00	12,134.00	48.3%
Title III, English Learner Program	4203	8290		38,650.00	38,650.00		40,167.00	40,167.00	3.9%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		30,425.00	30,425.00		34,734.00	34,734.00	14.2%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	982,916.00	982,916.00	0.00	993,805.00	993,805.00	1.1%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	61,065.00	0.00	61,065.00	66,980.00	0.00	66,980.00	9.7%
Lottery - Unrestricted and Instructional Materials		8560	297,826.00	135,916.00	433,742.00	314,928.00	135,916.00	450,844.00	3.9%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		2,381,476.00	2,381,476.00		2,381,476.00	2,381,476.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		310,629.00	310,629.00		310,629.00	310,629.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	160,051.00	1,608,850.00	1,768,901.00	165,000.00	1,593,763.00	1,758,763.00	-0.6%
TOTAL, OTHER STATE REVENUE			518,942.00	4,436,871.00	4,955,813.00	546,908.00	4,421,784.00	4,968,692.00	0.3%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	165,000.00	0.00	165,000.00	165,000.00	0.00	165,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

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All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	50,000.00	0.00	50,000.00	50,000.00	0.00	50,000.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		1,484,865.00	1,484,865.00		2,100,504.00	2,100,504.00	41.5%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			215,000.00	1,484,865.00	1,699,865.00	215,000.00	2,100,504.00	2,315,504.00	36.2%
TOTAL, REVENUES			24,047,467.00	6,904,652.00	30,952,119.00	24,836,173.00	7,516,093.00	32,352,266.00	4.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	6,699,616.00	274,261.00	6,973,877.00	6,952,753.00	374,023.00	7,326,776.00	5.1%
Certificated Pupil Support Salaries		1200	261,960.00	903,020.00	1,164,980.00	330,855.00	777,240.00	1,108,095.00	-4.9%
Certificated Supervisors' and Administrators' Salaries		1300	997,652.00	40,000.00	1,037,652.00	1,098,577.00	40,000.00	1,138,577.00	9.7%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			7,959,228.00	1,217,281.00	9,176,509.00	8,382,185.00	1,191,263.00	9,573,448.00	4.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	966,151.00	640,169.00	1,606,320.00	988,123.00	541,882.00	1,530,005.00	-4.8%
Classified Support Salaries		2200	927,156.00	175,631.00	1,102,787.00	1,019,682.00	175,631.00	1,195,313.00	8.4%
Classified Supervisors' and Administrators' Salaries		2300	113,672.00	0.00	113,672.00	115,375.00	0.00	115,375.00	1.5%
Clerical, Technical and Office Salaries		2400	365,596.00	10,000.00	375,596.00	382,652.00	10,000.00	392,652.00	4.5%
Other Classified Salaries		2900	109,065.00	85,000.00	194,065.00	111,175.00	85,000.00	196,175.00	1.1%
TOTAL, CLASSIFIED SALARIES			2,481,640.00	910,800.00	3,392,440.00	2,617,007.00	812,513.00	3,429,520.00	1.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,483,876.00	911,174.00	2,395,050.00	1,485,903.00	930,483.00	2,416,386.00	0.9%
PERS		3201-3202	610,511.00	266,659.00	877,170.00	654,472.00	268,307.00	922,779.00	5.2%
OASDI/Medicare/Alternative		3301-3302	299,106.00	98,129.00	397,235.00	320,119.00	99,020.00	419,139.00	5.5%
Health and Welfare Benefits		3401-3402	2,363,230.00	357,432.00	2,720,662.00	2,588,274.00	358,473.00	2,946,747.00	8.3%
Unemployment Insurance		3501-3502	5,886.00	3,091.00	8,977.00	6,362.00	3,092.00	9,454.00	5.3%
Workers' Compensation		3601-3602	158,869.00	27,747.00	186,616.00	158,896.00	27,748.00	186,644.00	0.0%
OPEB, Allocated		3701-3702	426,827.00	0.00	426,827.00	433,594.00	0.00	433,594.00	1.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,613.00	0.00	4,613.00	4,613.00	0.00	4,613.00	0.0%
TOTAL, EMPLOYEE BENEFITS			5,352,918.00	1,664,232.00	7,017,150.00	5,652,233.00	1,687,123.00	7,339,356.00	4.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	125,000.00	135,916.00	260,916.00	100,000.00	135,916.00	235,916.00	-9.6%
Books and Other Reference Materials		4200	450,000.00	5,000.00	455,000.00	425,104.00	4,574.00	429,678.00	-5.6%
Materials and Supplies		4300	332,355.00	788,019.90	1,120,374.90	336,625.00	586,891.00	923,516.00	-17.6%
Noncapitalized Equipment		4400	16,200.00	0.00	16,200.00	0.00	0.00	0.00	-100.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			923,555.00	928,935.90	1,852,490.90	861,729.00	727,381.00	1,589,110.00	-14.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	8,500.00	126,928.00	135,428.00	8,500.00	110,245.00	118,745.00	-12.3%
Dues and Memberships		5300	18,000.00	0.00	18,000.00	18,000.00	0.00	18,000.00	0.0%
Insurance		5400 - 5499	275,250.00	0.00	275,250.00	319,030.00	0.00	319,030.00	15.9%
Operations and Housekeeping Services		5500	550,000.00	180,148.00	730,148.00	350,000.00	180,148.00	530,148.00	-27.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	114,578.00	0.00	114,578.00	114,796.00	0.00	114,796.00	0.2%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	1,112,014.00	2,206,538.69	3,318,552.69	922,351.00	2,249,663.00	3,172,014.00	-4.4%
Communications		5900	54,000.00	0.00	54,000.00	60,000.00	0.00	60,000.00	11.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,132,342.00	2,513,614.69	4,645,956.69	1,792,677.00	2,540,056.00	4,332,733.00	-6.7%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	340,000.00	340,000.00	500,000.00	321,200.00	821,200.00	141.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	702,888.00	450,000.00	1,152,888.00	0.00	450,000.00	450,000.00	-61.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			702,888.00	790,000.00	1,492,888.00	500,000.00	771,200.00	1,271,200.00	-14.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	3,682,456.00	3,682,456.00	0.00	3,682,456.00	3,682,456.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	3,682,456.00	3,682,456.00	0.00	3,682,456.00	3,682,456.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(132,235.00)	132,235.00	0.00	(174,172.00)	174,172.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(11,200.00)	0.00	(11,200.00)	(11,200.00)	0.00	(11,200.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(143,435.00)	132,235.00	(11,200.00)	(185,372.00)	174,172.00	(11,200.00)	0.0%
TOTAL, EXPENDITURES			19,409,136.00	11,839,554.59	31,248,690.59	19,620,459.00	11,586,164.00	31,206,623.00	-0.1%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	23,313,525.00	0.00	23,313,525.00	24,074,265.00	0.00	24,074,265.00	3.3%
2) Federal Revenue		8100-8299	0.00	982,916.00	982,916.00	0.00	993,805.00	993,805.00	1.1%
3) Other State Revenue		8300-8599	518,942.00	4,436,871.00	4,955,813.00	546,908.00	4,421,784.00	4,968,692.00	0.3%
4) Other Local Revenue		8600-8799	215,000.00	1,484,865.00	1,699,865.00	215,000.00	2,100,504.00	2,315,504.00	36.2%
5) TOTAL, REVENUES			24,047,467.00	6,904,652.00	30,952,119.00	24,836,173.00	7,516,093.00	32,352,266.00	4.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		12,235,142.00	4,448,228.59	16,683,370.59	12,528,350.00	4,099,649.00	16,627,999.00	-0.3%
2) Instruction - Related Services	2000-2999		1,575,657.00	61,206.00	1,636,863.00	1,703,164.00	62,206.00	1,765,370.00	7.9%
3) Pupil Services	3000-3999		2,023,233.00	1,820,660.00	3,843,893.00	1,423,065.00	1,897,478.00	3,320,543.00	-13.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		154,815.00	102,460.00	257,275.00	157,805.00	102,460.00	260,265.00	1.2%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,411,265.00	500,246.00	1,911,511.00	1,461,664.00	536,417.00	1,998,081.00	4.5%
8) Plant Services	8000-8999		2,009,024.00	1,224,298.00	3,233,322.00	2,346,411.00	1,205,498.00	3,551,909.00	9.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	3,682,456.00	3,682,456.00	0.00	3,682,456.00	3,682,456.00	0.0%
10) TOTAL, EXPENDITURES			19,409,136.00	11,839,554.59	31,248,690.59	19,620,459.00	11,586,164.00	31,206,623.00	-0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			4,638,331.00	(4,934,902.59)	(296,571.59)	5,215,714.00	(4,070,071.00)	1,145,643.00	-486.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			108,564.00	(405,135.59)	(296,571.59)	1,086,648.00	58,995.00	1,145,643.00	-486.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,213,305.93	2,826,334.90	9,039,640.83	6,455,132.93	2,421,199.31	8,876,332.24	-1.8%
b) Audit Adjustments		9793	133,263.00	0.00	133,263.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			6,346,568.93	2,826,334.90	9,172,903.83	6,455,132.93	2,421,199.31	8,876,332.24	-3.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,346,568.93	2,826,334.90	9,172,903.83	6,455,132.93	2,421,199.31	8,876,332.24	-3.2%
2) Ending Balance, June 30 (E + F1e)			6,455,132.93	2,421,199.31	8,876,332.24	7,541,780.93	2,480,194.31	10,021,975.24	12.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,421,199.31	2,421,199.31	0.00	2,480,194.31	2,480,194.31	2.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,454,132.93	0.00	6,454,132.93	7,541,780.93	0.00	7,541,780.93	16.9%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	1,539,369.00	1,539,369.00
6300	Lottery: Instructional Materials	363,346.31	363,346.31
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	508,281.00	508,281.00
7810	Other Restricted State	10,203.00	10,203.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	0.00	58,995.00
Total, Restricted Balance		2,421,199.31	2,480,194.31

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,095,200.00	1,095,200.00	0.0%
3) Other State Revenue		8300-8599	650,000.00	650,000.00	0.0%
4) Other Local Revenue		8600-8799	16,050.00	16,050.00	0.0%
5) TOTAL, REVENUES			1,761,250.00	1,761,250.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	73,650.00	73,650.00	0.0%
3) Employee Benefits		3000-3999	65,146.00	65,146.00	0.0%
4) Books and Supplies		4000-4999	910,000.00	910,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	53,084.00	100,000.00	88.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	11,200.00	11,200.00	0.0%
9) TOTAL, EXPENDITURES			1,113,080.00	1,159,996.00	4.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			648,170.00	601,254.00	-7.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			648,170.00	601,254.00	-7.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,671,486.18	2,329,600.18	39.4%
b) Audit Adjustments		9793	9,944.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,681,430.18	2,329,600.18	38.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,681,430.18	2,329,600.18	38.5%
2) Ending Balance, June 30 (E + F1e)			2,329,600.18	2,930,854.18	25.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,319,656.18	2,920,910.18	25.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	9,944.00	9,944.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	702,475.61		
1) Fair Value Adjustment to Cash in County Treasury		9111	9,944.00		
b) in Banks		9120	2,009.80		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	164,842.83		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			879,272.24		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			879,272.24		
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,095,200.00	1,095,200.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,095,200.00	1,095,200.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	650,000.00	650,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			650,000.00	650,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	16,050.00	16,050.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			16,050.00	16,050.00	0.0%
TOTAL, REVENUES			1,761,250.00	1,761,250.00	0.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	73,650.00	73,650.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			73,650.00	73,650.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	19,666.00	19,666.00	0.0%
OASDI/Medicare/Alternative		3301-3302	6,290.00	6,290.00	0.0%
Health and Welfare Benefits		3401-3402	38,100.00	38,100.00	0.0%
Unemployment Insurance		3501-3502	40.00	40.00	0.0%
Workers' Compensation		3601-3602	1,050.00	1,050.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			65,146.00	65,146.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	10,000.00	10,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	900,000.00	900,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			910,000.00	910,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	53,084.00	100,000.00	88.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			53,084.00	100,000.00	88.4%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	11,200.00	11,200.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			11,200.00	11,200.00	0.0%
TOTAL, EXPENDITURES			1,113,080.00	1,159,996.00	4.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,095,200.00	1,095,200.00	0.0%
3) Other State Revenue		8300-8599	650,000.00	650,000.00	0.0%
4) Other Local Revenue		8600-8799	16,050.00	16,050.00	0.0%
5) TOTAL, REVENUES			1,761,250.00	1,761,250.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,101,880.00	1,148,796.00	4.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		11,200.00	11,200.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,113,080.00	1,159,996.00	4.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			648,170.00	601,254.00	-7.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			648,170.00	601,254.00	-7.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,671,486.18	2,329,600.18	39.4%
b) Audit Adjustments		9793	9,944.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,681,430.18	2,329,600.18	38.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,681,430.18	2,329,600.18	38.5%
2) Ending Balance, June 30 (E + F1e)			2,329,600.18	2,930,854.18	25.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,319,656.18	2,920,910.18	25.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	9,944.00	9,944.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2,317,513.18	2,918,767.18
5810	Other Restricted Federal	2,143.00	2,143.00
Total, Restricted Balance		2,319,656.18	2,920,910.18

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,885.00	3,885.00	0.0%
5) TOTAL, REVENUES			3,885.00	3,885.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,885.00	3,885.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,885.00	3,885.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	241,567.86	245,452.86	1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			241,567.86	245,452.86	1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			241,567.86	245,452.86	1.6%
2) Ending Balance, June 30 (E + F1e)			245,452.86	249,337.86	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	245,452.86	249,337.86	1.6%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	245,453.30		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			245,453.30		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			245,453.30		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3,885.00	3,885.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,885.00	3,885.00	0.0%
TOTAL, REVENUES			3,885.00	3,885.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,885.00	3,885.00	0.0%
5) TOTAL, REVENUES			3,885.00	3,885.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,885.00	3,885.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,885.00	3,885.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	241,567.86	245,452.86	1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			241,567.86	245,452.86	1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			241,567.86	245,452.86	1.6%
2) Ending Balance, June 30 (E + F1e)			245,452.86	249,337.86	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	245,452.86	249,337.86	1.6%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	350,000.00	350,000.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			350,000.00	350,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(350,000.00)	(350,000.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(350,000.00)	(350,000.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,746,819.57	2,433,313.57	-11.4%
b) Audit Adjustments		9793	36,494.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,783,313.57	2,433,313.57	-12.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,783,313.57	2,433,313.57	-12.6%
2) Ending Balance, June 30 (E + F1e)			2,433,313.57	2,083,313.57	-14.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,433,313.57	2,083,313.57	-14.4%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,326,339.17		
1) Fair Value Adjustment to Cash in County Treasury		9111	36,494.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,362,833.17		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			2,362,833.17		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	60,000.00	60,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	290,000.00	290,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			350,000.00	350,000.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			350,000.00	350,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		350,000.00	350,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			350,000.00	350,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(350,000.00)	(350,000.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(350,000.00)	(350,000.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,746,819.57	2,433,313.57	-11.4%
b) Audit Adjustments		9793	36,494.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,783,313.57	2,433,313.57	-12.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,783,313.57	2,433,313.57	-12.6%
2) Ending Balance, June 30 (E + F1e)			2,433,313.57	2,083,313.57	-14.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,433,313.57	2,083,313.57	-14.4%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,169,775.00	2,169,775.00	0.0%
5) TOTAL, REVENUES			2,169,775.00	2,169,775.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,300,000.00	5,300,000.00	0.0%
6) Capital Outlay		6000-6999	1,000,000.00	1,000,000.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,300,000.00	6,300,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,130,225.00)	(4,130,225.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,130,225.00)	(4,130,225.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,790,475.91	9,839,002.91	-28.7%
b) Audit Adjustments		9793	178,752.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			13,969,227.91	9,839,002.91	-29.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,969,227.91	9,839,002.91	-29.6%
2) Ending Balance, June 30 (E + F1e)			9,839,002.91	5,708,777.91	-42.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,292,684.52	4,002,459.52	-51.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,546,318.39	1,706,318.39	10.3%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	7,527,078.78		
1) Fair Value Adjustment to Cash in County Treasury		9111	178,752.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	133.11		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			7,705,963.89		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			7,705,963.89		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	160,000.00	160,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	2,009,775.00	2,009,775.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,169,775.00	2,169,775.00	0.0%
TOTAL, REVENUES			2,169,775.00	2,169,775.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	100,000.00	100,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,200,000.00	5,200,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,300,000.00	5,300,000.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,000,000.00	1,000,000.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,000,000.00	1,000,000.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,300,000.00	6,300,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,169,775.00	2,169,775.00	0.0%
5) TOTAL, REVENUES			2,169,775.00	2,169,775.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		70,000.00	70,000.00	0.0%
8) Plant Services	8000-8999		6,230,000.00	6,230,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,300,000.00	6,300,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(4,130,225.00)	(4,130,225.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,130,225.00)	(4,130,225.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,790,475.91	9,839,002.91	-28.7%
b) Audit Adjustments		9793	178,752.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			13,969,227.91	9,839,002.91	-29.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,969,227.91	9,839,002.91	-29.6%
2) Ending Balance, June 30 (E + F1e)			9,839,002.91	5,708,777.91	-42.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,292,684.52	4,002,459.52	-51.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,546,318.39	1,706,318.39	10.3%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	8,292,684.52	4,002,459.52
Total, Restricted Balance		8,292,684.52	4,002,459.52

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	45,000.00	45,000.00	0.0%
5) TOTAL, REVENUES			45,000.00	45,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			45,000.00	45,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			45,000.00	45,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	200,830.59	245,830.59	22.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			200,830.59	245,830.59	22.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			200,830.59	245,830.59	22.4%
2) Ending Balance, June 30 (E + F1e)			245,830.59	290,830.59	18.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	245,830.59	290,830.59	18.3%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	247,548.75		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			247,548.75		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			247,548.75		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	45,000.00	45,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			45,000.00	45,000.00	0.0%
TOTAL, REVENUES			45,000.00	45,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	45,000.00	45,000.00	0.0%
5) TOTAL, REVENUES			45,000.00	45,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			45,000.00	45,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			45,000.00	45,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	200,830.59	245,830.59	22.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			200,830.59	245,830.59	22.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			200,830.59	245,830.59	22.4%
2) Ending Balance, June 30 (E + F1e)			245,830.59	290,830.59	18.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	245,830.59	290,830.59	18.3%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,626.78	1,626.78	1,657.52	1,626.78	1,626.78	1,657.52
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,626.78	1,626.78	1,657.52	1,626.78	1,626.78	1,657.52
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,626.78	1,626.78	1,657.52	1,626.78	1,626.78	1,657.52
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 417,396.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 18,741,876.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 2.23%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — **Entry required**

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 1,146,291.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 1,000.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	64,186.58
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	1,211,477.58
9. Carry-Forward Adjustment (Part IV, Line F)	(26,283.82)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,185,193.76
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	16,683,370.59
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,636,863.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,691,005.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	257,275.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	407,409.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600,	
resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	368,011.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only)	
(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals	
except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	2,814,135.42
12. Facilities Rents and Leases (all except portion relating to general administrative offices)	
(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	201,880.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	25,059,949.01
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	4.83%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2027-28 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	4.73%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	1,211,477.58
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	160,583.75
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.58%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.58%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.58%) times Part III, Line B19); zero if positive	(26,283.82)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(26,283.82)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	4.73%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-13141.91) is applied to the current year calculation and the remainder ($-13141.91) is deferred to one or more future years:	4.78%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-8761.27) is applied to the current year calculation and the remainder ($-17522.55) is deferred to one or more future years:	4.80%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(26,283.82)

Approved indirect cost rate:	5.58%
Highest rate used in any program:	5.58%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	1,508,276.00	83,200.00	5.52%
01	3010	450,262.00	15,000.00	3.33%
01	4035	59,062.00	3,170.00	5.37%
01	6019	463,243.00	25,840.00	5.58%
01	7435	92,709.00	5,025.00	5.42%
13	5310	201,880.00	11,200.00	5.55%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	237,112.68		363,346.31	600,458.99
2. State Lottery Revenue	8560	297,826.00		135,916.00	433,742.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		534,938.68	0.00	499,262.31	1,034,200.99
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	247,826.00		135,916.00	383,742.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	50,000.00			50,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		297,826.00	0.00	135,916.00	433,742.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	237,112.68	0.00	363,346.31	600,458.99
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(11,200.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	11,200.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	11,200.00	(11,200.00)	0.00	0.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(11,200.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	11,200.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	11,200.00	(11,200.00)	0.00	0.00		

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	9,176,509.00	301	0.00	303	9,176,509.00	305	0.00		307	9,176,509.00	309
2000 - Classified Salaries	3,392,440.00	311	194,065.00	313	3,198,375.00	315	190,862.00		317	3,007,513.00	319
3000 - Employee Benefits	7,017,150.00	321	490,037.00	323	6,527,113.00	325	187,747.00		327	6,339,366.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,852,490.90	331	0.00	333	1,852,490.90	335	407,242.00		337	1,445,248.90	339
5000 - Services. . . & 7300 - Indirect Costs	4,634,756.69	341	15,000.00	343	4,619,756.69	345	432,280.00		347	4,187,476.69	349
			TOTAL		25,374,244.59	365			TOTAL	24,156,113.59	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	6,973,877.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	1,606,320.00	380
3. STRS	3101 & 3102	2,001,847.00	382
4. PERS	3201 & 3202	399,387.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	220,792.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	1,617,291.00	385
7. Unemployment Insurance	3501 & 3502	4,977.00	390
8. Workers' Compensation Insurance	3601 & 3602	138,470.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		12,962,961.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		12,962,961.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		53.66%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	53.66%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	6.34%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	24,156,113.59
5. Deficiency Amount (Part III, Line 3 times Line 4)	1,531,497.60

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	9,573,448.00	301	0.00	303	9,573,448.00	305	40,100.00		307	9,533,348.00	309
2000 - Classified Salaries	3,429,520.00	311	196,175.00	313	3,233,345.00	315	192,228.00		317	3,041,117.00	319
3000 - Employee Benefits	7,339,356.00	321	497,684.00	323	6,841,672.00	325	205,730.00		327	6,635,942.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,589,110.00	331	0.00	333	1,589,110.00	335	450,916.00		337	1,138,194.00	339
5000 - Services. . . & 7300 - Indirect Costs	4,321,533.00	341	15,000.00	343	4,306,533.00	345	429,228.00		347	3,877,305.00	349
				TOTAL	25,544,108.00	365			TOTAL	24,225,906.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	7,326,776.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,530,005.00	380
3. STRS.	3101 & 3102	2,001,443.00	382
4. PERS.	3201 & 3202	419,438.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	228,801.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	1,788,857.00	385
7. Unemployment Insurance.	3501 & 3502	5,285.00	390
8. Workers' Compensation Insurance.	3601 & 3602	135,766.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	13,436,371.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	13,436,371.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372	55.46%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	55.46%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	4.54%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	24,225,906.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	1,099,856.13

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	21,056,219.00		21,056,219.00			21,056,219.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	12,801,000.00		12,801,000.00			12,801,000.00	
Total/Net OPEB Liability	3,041,854.00		3,041,854.00			3,041,854.00	
Compensated Absences Payable	88,098.00		88,098.00			88,098.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	36,987,171.00	0.00	36,987,171.00	0.00	0.00	36,987,171.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2025-26 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	31,248,690.59
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	982,916.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	257,275.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	1,492,888.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,750,163.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				28,515,611.59

Section II - Expenditures Per ADA	2025-26 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)	1,626.78
B. Expenditures per ADA (Line I.E divided by Line II.A)	17,528.87

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	24,654,568.18	15,400.73
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	24,654,568.18	15,400.73
B. Required effort (Line A.2 times 90%)	22,189,111.36	13,860.66
C. Current year expenditures (Line I.E and Line II.B)	28,515,611.59	17,528.87
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2027-28 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	24,074,265.00	2.79%	24,747,001.00	3.09%	25,511,986.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	546,908.00	-2.02%	535,841.00	0.00%	535,841.00
4. Other Local Revenues	8600-8799	215,000.00	-2.80%	208,974.00	0.00%	208,974.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(4,129,066.00)	-1.12%	(4,082,973.00)	0.00%	(4,082,973.00)
6. Total (Sum lines A1 thru A5c)		20,707,107.00	3.39%	21,408,843.00	3.57%	22,173,828.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,382,185.00		8,507,917.00
b. Step & Column Adjustment				125,732.00		127,619.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,382,185.00	1.50%	8,507,917.00	1.50%	8,635,536.00
2. Classified Salaries						
a. Base Salaries				2,617,007.00		2,656,262.00
b. Step & Column Adjustment				39,255.00		398,425.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,617,007.00	1.50%	2,656,262.00	15.00%	3,054,687.00
3. Employee Benefits	3000-3999	5,652,233.00	3.00%	5,821,780.00	0.00%	5,821,780.00
4. Books and Supplies	4000-4999	861,729.00	1.62%	875,654.00	0.00%	875,654.00
5. Services and Other Operating Expenditures	5000-5999	1,792,677.00	1.00%	1,810,603.00	0.00%	1,810,603.00
6. Capital Outlay	6000-6999	500,000.00	0.00%	500,000.00	0.00%	500,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(185,372.00)	0.54%	(186,369.00)	0.00%	(186,369.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		19,620,459.00	1.86%	19,985,847.00	2.63%	20,511,891.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,086,648.00		1,422,996.00		1,661,937.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,455,132.93		7,541,780.93		8,964,776.93
2. Ending Fund Balance (Sum lines C and D1)		7,541,780.93		8,964,776.93		10,626,713.93
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	7,541,780.93		8,964,776.93		10,626,713.93
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		7,541,780.93		8,964,776.93		10,626,713.93
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	7,541,780.93		8,964,776.93		10,626,713.93
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790	249,337.86		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		7,791,118.79		8,964,776.93		10,626,713.93

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	993,805.00	-0.35%	990,281.00	0.00%	990,281.00
3. Other State Revenues	8300-8599	4,421,784.00	-0.13%	4,415,890.00	0.00%	4,415,890.00
4. Other Local Revenues	8600-8799	2,100,504.00	0.00%	2,100,504.00	0.00%	2,100,504.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	4,129,066.00	-1.12%	4,082,973.00	0.00%	4,082,973.00
6. Total (Sum lines A1 thru A5c)		11,645,159.00	-0.48%	11,589,648.00	0.00%	11,589,648.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,191,263.00		1,194,132.00
b. Step & Column Adjustment				2,869.00		17,911.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,191,263.00	0.24%	1,194,132.00	1.50%	1,212,043.00
2. Classified Salaries						
a. Base Salaries				812,513.00		824,700.00
b. Step & Column Adjustment				12,187.00		12,370.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	812,513.00	1.50%	824,700.00	1.50%	837,070.00
3. Employee Benefits	3000-3999	1,687,123.00	3.00%	1,737,736.00	3.00%	1,789,868.00
4. Books and Supplies	4000-4999	727,381.00	1.54%	738,560.00	0.00%	738,560.00
5. Services and Other Operating Expenditures	5000-5999	2,540,056.00	1.58%	2,580,154.00	0.00%	2,580,154.00
6. Capital Outlay	6000-6999	771,200.00	-15.28%	653,334.00	-12.61%	570,921.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,682,456.00	0.09%	3,685,902.00	0.00%	3,685,902.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	174,172.00	0.55%	175,130.00	0.00%	175,130.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		11,586,164.00	0.03%	11,589,648.00	0.00%	11,589,648.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		58,995.00		0.00		0.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,421,199.31		2,480,194.31		2,480,194.31
2. Ending Fund Balance (Sum lines C and D1)		2,480,194.31		2,480,194.31		2,480,194.31
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,480,194.31		2,480,194.31		2,480,194.31
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,480,194.31		2,480,194.31		2,480,194.31
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	24,074,265.00	2.79%	24,747,001.00	3.09%	25,511,986.00
2. Federal Revenues	8100-8299	993,805.00	-0.35%	990,281.00	0.00%	990,281.00
3. Other State Revenues	8300-8599	4,968,692.00	-0.34%	4,951,731.00	0.00%	4,951,731.00
4. Other Local Revenues	8600-8799	2,315,504.00	-0.26%	2,309,478.00	0.00%	2,309,478.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		32,352,266.00	2.00%	32,998,491.00	2.32%	33,763,476.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				9,573,448.00		9,702,049.00
b. Step & Column Adjustment				128,601.00		145,530.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	9,573,448.00	1.34%	9,702,049.00	1.50%	9,847,579.00
2. Classified Salaries						
a. Base Salaries				3,429,520.00		3,480,962.00
b. Step & Column Adjustment				51,442.00		410,795.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,429,520.00	1.50%	3,480,962.00	11.80%	3,891,757.00
3. Employee Benefits	3000-3999	7,339,356.00	3.00%	7,559,516.00	0.69%	7,611,648.00
4. Books and Supplies	4000-4999	1,589,110.00	1.58%	1,614,214.00	0.00%	1,614,214.00
5. Services and Other Operating Expenditures	5000-5999	4,332,733.00	1.34%	4,390,757.00	0.00%	4,390,757.00
6. Capital Outlay	6000-6999	1,271,200.00	-9.27%	1,153,334.00	-7.15%	1,070,921.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,682,456.00	0.09%	3,685,902.00	0.00%	3,685,902.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(11,200.00)	0.35%	(11,239.00)	0.00%	(11,239.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		31,206,623.00	1.18%	31,575,495.00	1.67%	32,101,539.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,145,643.00		1,422,996.00		1,661,937.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		8,876,332.24		10,021,975.24		11,444,971.24
2. Ending Fund Balance (Sum lines C and D1)		10,021,975.24		11,444,971.24		13,106,908.24
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,480,194.31		2,480,194.31		2,480,194.31
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	7,541,780.93		8,964,776.93		10,626,713.93
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		10,021,975.24		11,444,971.24		13,106,908.24
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	7,541,780.93		8,964,776.93		10,626,713.93
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	249,337.86		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		7,791,118.79		8,964,776.93		10,626,713.93
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		24.97%		28.39%		33.10%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		1,626.78		1,626.78		1,626.78
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		31,206,623.00		31,575,495.00		32,101,539.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		31,206,623.00		31,575,495.00		32,101,539.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		936,198.69		947,264.85		963,046.17
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		936,198.69		947,264.85		963,046.17
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

LAKESIDE UNION SCHOOL DISTRICT
Resolution # 06162026

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction.

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Lakeside Union School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lakeside Union School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 16, 2026

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

2012-13 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Lakeside Union School District

Budgeted Expenditures through: June 30, 2027

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	4,880,905.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		4,880,905.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	4,880,905.00
Instruction-Related Services		0.00
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		4,880,905.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

District: Lakeside School District
CDS #: 15-63552-6009666

Adopted Budget
2026-27 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	2026-27 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund	$10,021,975.24	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$249,337.86	Form 17
	Total Assigned and Unassigned Ending Fund Balances	$10,271,313.10	
	District Standard Reserve Level	3%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	$936,198.69	Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$9,335,114.41	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2026-27 Budget	Description of Need
01	General Fund/County School Service Fund	$3,879,338.00	Funds held in anticipation of much needed facility repairs.
01	General Fund/County School Service Fund	$2,335,114.41	Costs associated with employee salary and benefit costs due to increase in enrollment.
01	General Fund/County School Service Fund	$3,120,662.00	Funds held in anticipation of capital outlay projects due to increase in enrollment.
	Insert Lines above as needed		
	Total of Substantiated Needs	$9,335,114.41	

Remaining Unsubstantiated Balance	**$0.00**	**Balance should be Zero**

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

ESTIMATE

TLC Painting & Decorating
PO Box 78188
Bakersfield, CA 93383-8188

info@tlcpaintingpros.com
+1 (661) 599-3353

Bill to
L.U.S.D. Lakeside Union School District
14535 Old River Rd
Bakersfield, CA 93311 US

Ship to
L.U.S.D. Lakeside Union School District
14535 Old River Rd
Bakersfield, CA 93311 US

Estimate details
Estimate no.: 11816
Estimate date: 06/13/2026
Expiration date: 07/17/2026

P.O. Number: Kitchen and Dining room area
,

#	Product/service	Description	Amount
1.	**29 INT Prevailing wage**	Interior Painting – Public Works / School Projects (Prevailing Wage – California) SCOPE OF WORK - To paint Walls and ceilings in Kitchen, Storage room, Dining room , Dining exit lobby, 8 doors and door frames(one side only) All work under this contract shall comply with California Public Works laws and Prevailing Wage requirements in accordance with the Department of Industrial Relations (DIR), Labor Code §1720–1861. Scope of Work Includes: Protection of school property including floors, casework, furniture, equipment, and instructional materials, covered as needed. Surface preparation including cleaning, sanding, patching, caulking, and minor drywall repairs Spot priming and/or full priming as required Application of district-approved, low-VOC or no-VOC coatings suitable for occupied educational facilities Standard application includes two (2) finish coats on walls, ceilings, doors, frames, and trim unless otherwise specified Work performed to provide a uniform, professional finish free of defects Public Works & School Compliance Work may be performed during off-hours, weekends, or school breaks to minimize disruption to staff and students All work areas will be maintained in a clean, safe, and secure condition at all times	$12,920.00

		Compliance with all OSHA safety standards and district-specific safety regulations	
2.	**Option 1**	Option for installation of FRP Food grade panels in the kitchen. 40'x8' of wall coverage. Includes all transitions and moldings Color(White)	$5,302.00
		Total	**$18,222.00**
		Expiry date	07/17/2026

Accepted date

Accepted by

WHITESTONE
INDUSTRIES
ROOFING | RECONSTRUCTION | PAINTING

Whitestone Industries Lic# 984448

Phone: (888)567-2234

Billy Punt
Job Address:
14535 Old River Rd
bakersfield, CA 93311

Print Date: 6-11-2026

Proposal for Lakeside Kitchen Painting

General Scope of Work:

Whitestone Industries is pleased to submit this proposal for the full interior painting of the Kitchen at Lakeside Middle School. Our scope includes the following professional services:

- **Prepping**
- **Priming**
- **Painting**

Substrates Included in the Painting Project:

Surfaces Being Painted	Paint Application
Kitchen Walls and Ceilings	Full Prime and 2 Coats of Sherwin Williams Paint
Kitchen Doors and Door Trims	Full Prime and 2 Coats of Sherwin Williams Paint

Procedures for Interior Painting:

Interior Painting Procedures

1. Surface Prep & Repairs

- Scrape and sand to remove loose paint and debris
- Perform minor drywall repairs and blend texture as needed
- Fill cracks, nail holes, and surface imperfections

2. Masking & Protection

- Mask off non-painted areas (floors, baseboards, outlets, fixtures)
- Protect surfaces with drop cloths and plastic sheeting

3. Priming

- Spot prime bare or repaired areas to ensure adhesion and even coverage

4. Painting

- Apply **two coats of paint** in client-approved or existing colors for a uniform, durable finish

Warranty Information

Whitestone Industries provides the following warranties, which include both labor and materials:

- **Interior Painting** – 1-Year Warranty

Excluded Services

- Brick Walls
- Tile Ceilings

Additional Information

- **Jobsite Behavior**: All painters will wear appropriate attire. No music will be played in common areas, and all personnel will be treated respectfully at all times.
- **Addressing Concerns**: Any issues with work quality or conduct will be corrected immediately upon request from Management.
- **Worksite Cleanliness**: The site will be cleaned daily, and all equipment stored in a management-approved container.
- **Staffing**: **1 Project Manager**, **1 Superintendent**, **1 Foreman**, and **5 Painters** will be assigned to the project.

Contact Information

For further inquiries or clarifications, please feel free to contact us:

- **Phone**: (888) 567-2234
- **Email**: request@wsindustries.com
- **Website**: www.wsindustries.com

Acknowledgment

We look forward to enhancing the exterior of your community, ensuring the highest quality work and customer satisfaction. We are committed to providing exceptional service and maintaining clear communication throughout the project.

Thank you for choosing Whitestone Industries.

Items	Description	Price
Lakeside Middle School - Kitchen	General Scope of Work: Whitestone Industries is pleased to submit this proposal for the full interior painting of the Kitchen at Lakeside Middle School. Our scope includes the following professional services: - Prepping - Priming - Painting X _____ DATE: _____	$3,750.00

Total Price: $3,750.00

I confirm that my action here represents my electronic signature and is binding.

Signature: _____

Date: _____

Print Name: _____

WHITESTONE
INDUSTRIES
ROOFING | RECONSTRUCTION | PAINTING

Whitestone Industries Lic# 984448

Phone: (888)567-2234

Billy Punt
Job Address:
14535 Old River Rd
bakersfield, CA 93311

Print Date: 6-11-2026

Proposal for Lakeside Cafeteria Painting

General Scope of Work:

Whitestone Industries is pleased to submit this proposal for the full interior painting of the Cafeteria at Lakeside Middle School. Our scope includes the following professional services:

- **Prepping**
- **Priming**
- **Painting**

Substrates Included in the Painting Project:

Surfaces Being Painted	Paint Application
Cafeteria Walls and Ceilings	Full Prime and 2 Coats of Sherwin Williams Paint
Cafeteria Doors and Door Trims	Full Prime and 2 Coats of Sherwin Williams Paint

Procedures for Interior Painting:

Interior Painting Procedures

1. Surface Prep & Repairs

- Scrape and sand to remove loose paint and debris
- Perform minor drywall repairs and blend texture as needed
- Fill cracks, nail holes, and surface imperfections

2. Masking & Protection

- Mask off non-painted areas (floors, baseboards, outlets, fixtures)
- Protect surfaces with drop cloths and plastic sheeting

3. Priming

- Spot prime bare or repaired areas to ensure adhesion and even coverage

4. Painting

- Apply **two coats of paint** in client-approved or existing colors for a uniform, durable finish

Warranty Information

Whitestone Industries provides the following warranties, which include both labor and materials:

- **Interior Painting** – 1-Year Warranty

Excluded Services

- Brick Walls
- Tile Ceilings

Additional Information

- **Jobsite Behavior**: All painters will wear appropriate attire. No music will be played in common areas, and all personnel will be treated respectfully at all times.
- **Addressing Concerns**: Any issues with work quality or conduct will be corrected immediately upon request from Management.
- **Worksite Cleanliness**: The site will be cleaned daily, and all equipment stored in a management-approved container.
- **Staffing**: **1 Project Manager**, **1 Superintendent**, **1 Foreman**, and **5 Painters** will be assigned to the project.

Contact Information

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- **Phone**: (888) 567-2234
- **Email**: request@wsindustries.com
- **Website**: www.wsindustries.com

Acknowledgment

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Thank you for choosing Whitestone Industries.

Items	Description	Price
Lakeside Middle School - Cafeteria	General Scope of Work: Whitestone Industries is pleased to submit this proposal for the full interior painting of the Cafeteria at Lakeside Middle School. Our scope includes the following professional services: - Prepping - Priming - Painting X _____ DATE: _____	$9,999.00

Total Price: $9,999.00

I confirm that my action here represents my electronic signature and is binding.

Signature: _____

Date: _____

Print Name: _____

EST. 1945

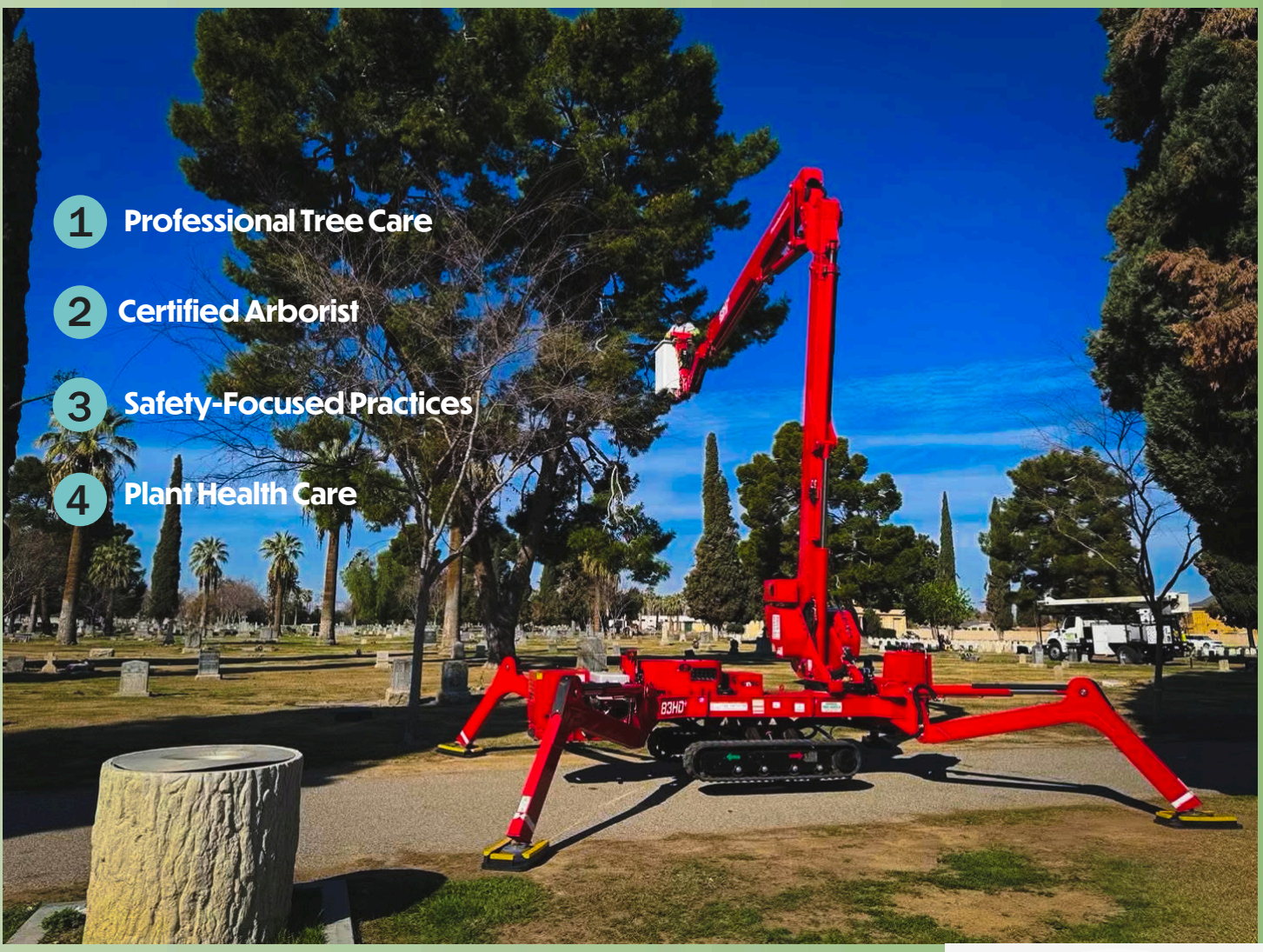
GENERAL TREE SERVICE. INC.

Certified Arborist

GeneralTreeService GeneralTreeService

GeneralTreeServices.com

Tree Care Proposal



Providing a greener and cleaner tomorrow!

EST. 1945

GENERAL TREE SERVICE. INC.

Certified Arborist

Office: 661-323-3155

frontdesk@generaltreeservices.com

GeneralTreeService GeneralTreeService

Proposed Tree Care Services

Tree Quantity: 43

Proposal Value: $5,720

June 15, 2026

Proposal #: 1343414

EST. 1945
GENERAL TREE SERVICE, INC.
Certified Arborist
GeneralTreeService GeneralTreeService
GeneralTreeServices.com

Tree Care Service Address/Location
Billy Punt
7315 Harris Rd
Bakersfield, California 93313
Billy
bpunt@lakesideusd.org

Tree Care Service Billing Address
Kim Scogin
14535 Old River Road
Bakersfield, California 93311
bpunt@lakesideusd.org

General Tree Service
4811 Kimber ave
Bakersfield, California 93307
Zack Haber-Lopez
gtsconway@aol.com
tel:661-323-3155

	Species	Qty	Service	Price
	Coast Redwood	3		-
	Honey Locust	10		-
	Mulberry Species	1		-
	Plum Species	1	Removal	-
	Raywood Ash	11		-
	Bradford Callery Pear	5		-
	Chinese Pistache	12		-
			Dump Fees	**$520**
			Total	**$5,720**

GENERAL TREE SERVICE INC.
Certified Arborist

Billy Punt



Legend (43)

- Chinese Pistache (12)
- Raywood Ash (11)
- Honey Locust (10)
- Bradford Callery... (5)
- Coast Redwood (3)
- Plum Species (1)
- Mulberry Species (1)

GENERAL TREE SERVICE INC.
Certified Arborist
GeneralTreeService GeneralTreeService
GeneralTreeServices.com

Billy Punt

Proposal #1343414 06-15-2026



June 15, 2026

Sequoia sempervirens ID# 1
Coast Redwood



June 15, 2026

Sequoia sempervirens ID# 2
Coast Redwood



June 15, 2026

Gleditsia triacanthos ID# 3
Honey Locust

GENERAL TREE SERVICE INC.
Certified Arborist

Billy Punt

Proposal #1343414 06-15-2026



June 15, 2026

Gleditsia triacanthos ID# 7
Honey Locust



June 15, 2026

Sequoia sempervirens ID# 8
Coast Redwood



June 15, 2026

Fraxinus oxycarpa cv… ID# 11
Raywood Ash

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Certified Arborist
GeneralTreeService GeneralTreeservice
GeneralTreeServices.com

Billy Punt

Proposal #1343414 06-15-2026



June 15, 2026

Fraxinus oxycarpa cv… ID# 28
Raywood Ash



June 15, 2026

Morus spp. ID# 29
Mulberry Species



June 15, 2026

Prunus salicina spp. ID# 33
Plum Species

Removal

Customer

Signature	Title
Printed Name	Date

General Tree Service

Zack Haber-Lopez

Signature	
Zack Haber-Lopez	June 15, 2026
Printed Name	Date

T&S Tree Services LLC
13053 Eberle Rd
Bakersfield, CA 93313-9340
USA
office@tnstreeservices.com

TREE SERVICES LLC.

Estimate

ADDRESS
Lakeside School District

ESTIMATE 1211
DATE 06/09/2026

DATE	SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
	Prunning	Tree Pruning of all trees located at Suburu School. Tree pruning consist of the following type of species; Chinese Elm, Chinese Pistache, Mulberry etc. - Clearance: Raise crown canopy to an approximate height of 8-10ft - Remove dead, broken, and hanging branches from the canopy - Remove all obvious deadwood greater than 2" in diameter - Thin the interior of the tree to reduce interior congestion and to reduce windsail potential - Perform all work using ANSI A300 Tree Care Standards -Chip and haul all debris off site, leaving area free of tree debris	1	7,300.00	7,300.00

TOTAL **$7,300.00**

Accepted By

Accepted Date

EST. 1945

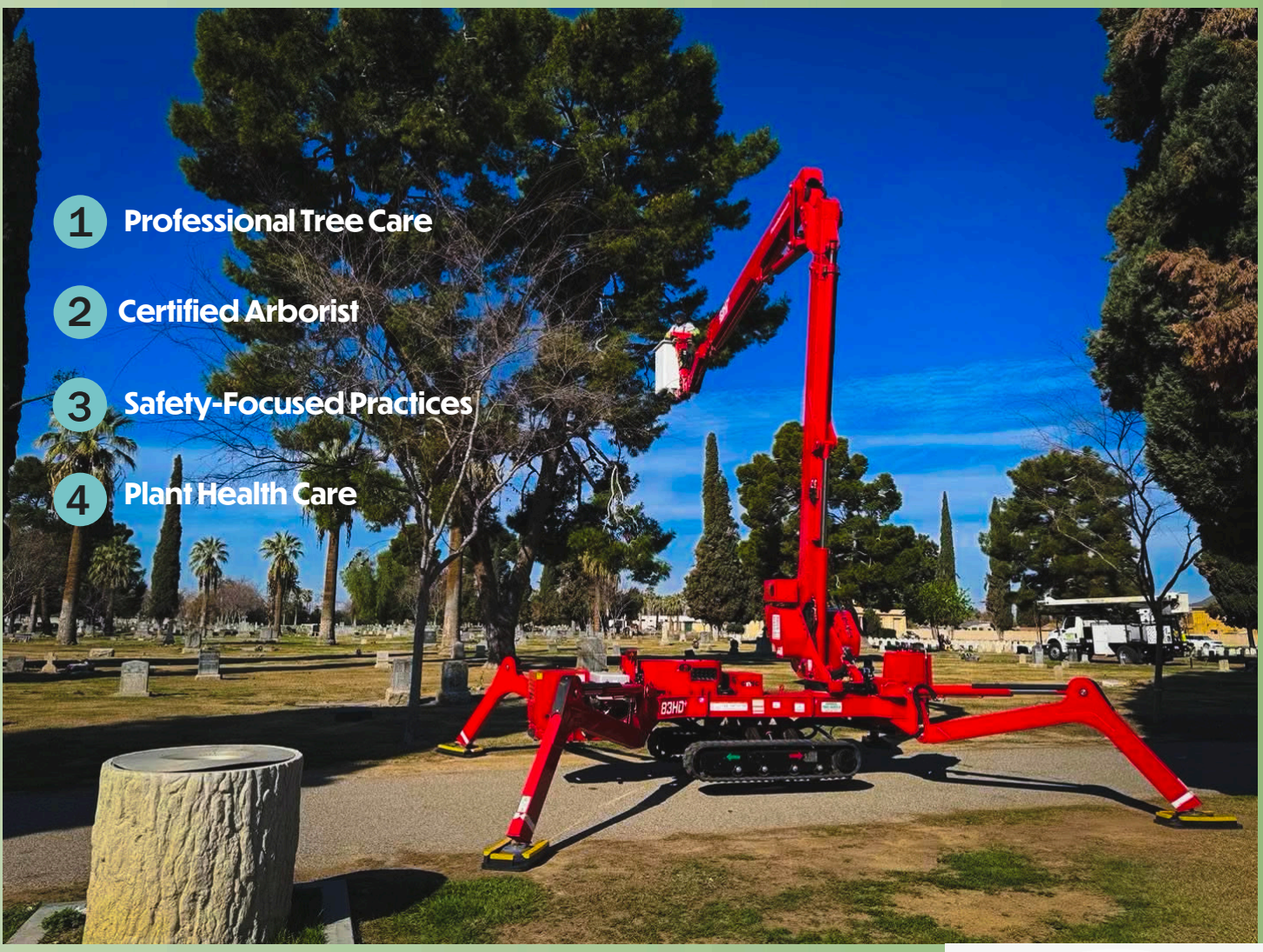
GENERAL TREE SERVICE. INC.

Certified Arborist

GeneralTreeService GeneralTreeService

GeneralTreeServices.com

Tree Care Proposal



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EST. 1945

GENERAL TREE SERVICE. INC.

Certified Arborist

Office: 661-323-3155

frontdesk@generaltreeservices.com

GeneralTreeService GeneralTreeService

Billy Punt

Tree Quantity: 53

Proposal Value: $17,820

June 15, 2026

Proposal #: 1343402

GENERAL TREE SERVICE, INC.
Certified Arborist
GeneralTreeService GeneralTreeService
GeneralTreeServices.com

Tree Care Service Address/Location
Billy Punt
14535 Old River Road
Bakersfield, California 93311
Billy Punt
bpunt@lakesideusd.org

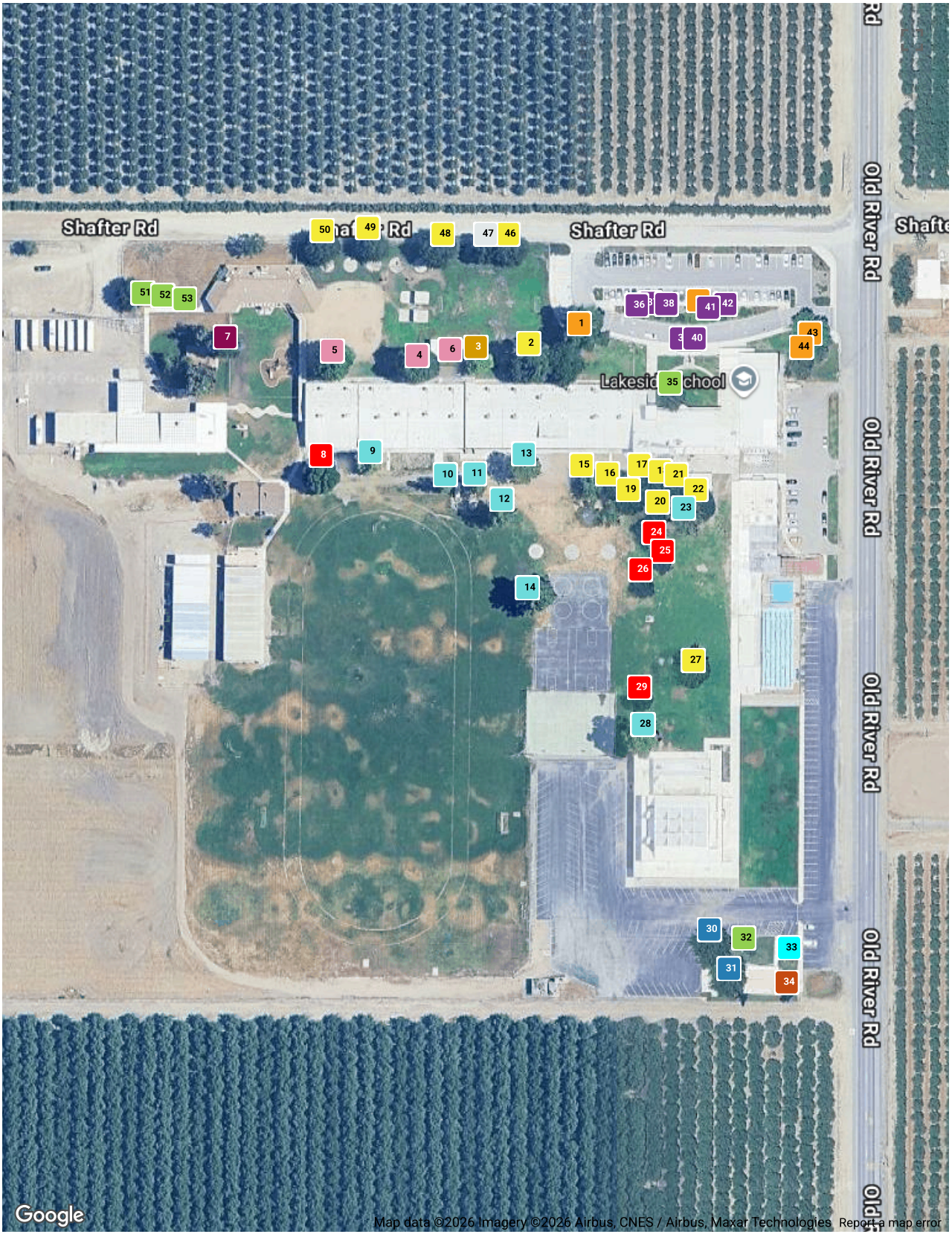
Tree Care Service Billing Address
Kim Scogin
14535 Old River Road
Bakersfield, California 93311
bpunt@lakesideusd.org

General Tree Service
4811 Kimber ave
Bakersfield, California 93307
Zack Haber-Lopez
gtsconway@aol.com
tel:661-323-3155

	Species	Qty	Service	Price
	Chinese Elm	1		-
	Chinese Pistache	3		-
	Stone Pine	1		-
	American Sycamore	8		-
	Ash Species	5		-
	American Elm	2		-
	Magnolia Species	1		-
	Plum Species	1		-
	Redbud Species	7		-
	Cork Oak	4		-
	Raywood Ash	1		-
	Mulberry Species	14		-
	Coast Live Oak	5		-
			Dump Fees	**$1,620**
			Total	**$17,820**

GENERAL TREE SERVICE, INC.
Certified Arborist

Billy Punt



Legend (53)

- Mulberry Species (14)
- American Sycamor... (8)
- Redbud Species (7)
- Coast Live Oak (5)
- Ash Species (5)
- Cork Oak (4)
- Chinese Pistache (3)
- American Elm (2)
- Stone Pine (1)
- Raywood Ash (1)
- Plum Species (1)
- Magnolia Species (1)
- Chinese Elm (1)

Billy Punt

Billy Punt



June 15, 2026

Quercus suber ID# 1
Cork Oak



June 15, 2026

Morus spp. ID# 2
Mulberry Species



June 15, 2026

Pistacia chinensis ID# 5
Chinese Pistache

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Certified Arborist
GeneralTreeService GeneralTreeService
GeneralTreeServices.com

Billy Punt

Billy Punt



June 15, 2026

Platanus occidentalis ID# 9
American Sycamore



June 15, 2026

Platanus occidentalis ID# 11
American Sycamore



June 15, 2026

Platanus occidentalis ID# 23
American Sycamore

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Certified Arborist
GeneralTreeService GeneralTreeservice
GeneralTreeServices.com

Billy Punt

Billy Punt



June 15, 2026

Fraxinus spp. ID# 26
Ash Species



June 15, 2026

Morus spp. ID# 27
Mulberry Species



June 15, 2026

Ulmus americana ID# 30
American Elm

GENERAL TREE SERVICE INC.
Certified Arborist
GeneralTreeService GeneralTreeservice
GeneralTreeServices.com

Billy Punt

Billy Punt



June 15, 2026

Quercus suber ID# 43
Cork Oak



June 15, 2026

Morus spp. ID# 46
Mulberry Species



June 15, 2026

Fraxinus oxycarpa cv… ID# 47
Raywood Ash

Customer

Signature	Title
Printed Name	Date

General Tree Service

Zack Haber-Lopez

Signature	
Zack Haber-Lopez	June 15, 2026
Printed Name	Date

T&S Tree Services LLC
13053 Eberle Rd
Bakersfield, CA 93313-9340
USA
office@tnstreeservices.com

TREE SERVICES LLC.

Estimate

ADDRESS
Lakeside School District

ESTIMATE 1210
DATE 06/09/2026

DATE	SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
	Prunning	Tree Pruning of all trees located at Lakeside School. Tree pruning consist of the following type of species; Chinese Elm, Chinese Pistache, Sycamore, Oaks, Magnolia, etc. - Clearance: Raise crown canopy to an approximate height of 8-10ft - Remove dead, broken, and hanging branches from the canopy - Remove all obvious deadwood greater than 2" in diameter - Thin the interior of the tree to reduce interior congestion and to reduce windsail potential - Perform all work using ANSI A300 Tree Care Standards -Chip and haul all debris off site, leaving area free of tree debris Trees located at Lakeside School	1	20,350.00	20,350.00

TOTAL **$20,350.00**

Accepted By

Accepted Date