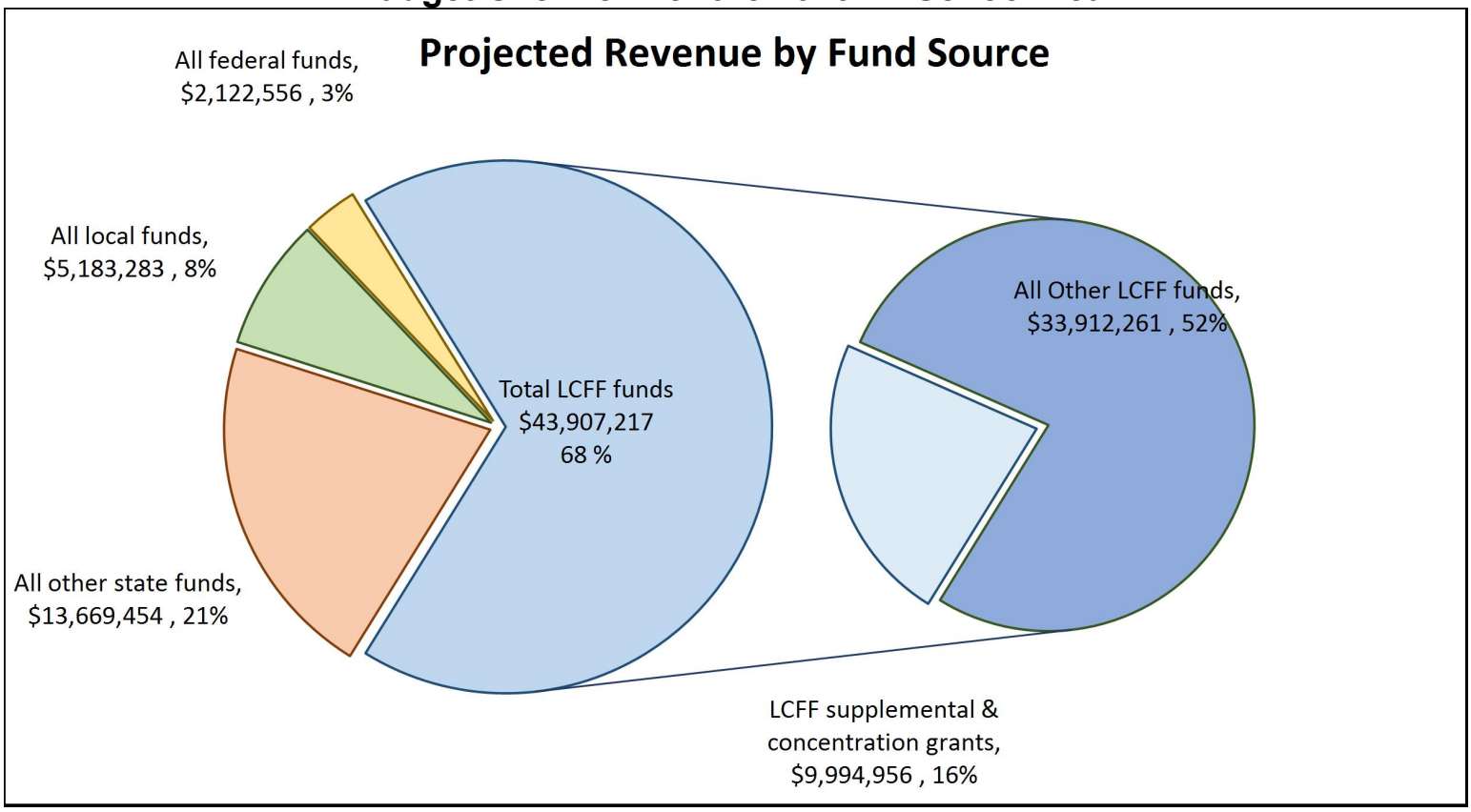
Board Adopted - Received 6/24/26

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lemon Grove School District
CDS Code: 37 68205 0000000
School Year: 2026-27
LEA contact information:
Marianna Vinson
Superintendent
mvinson@lemongrovesd.net
(619) 825-5612

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

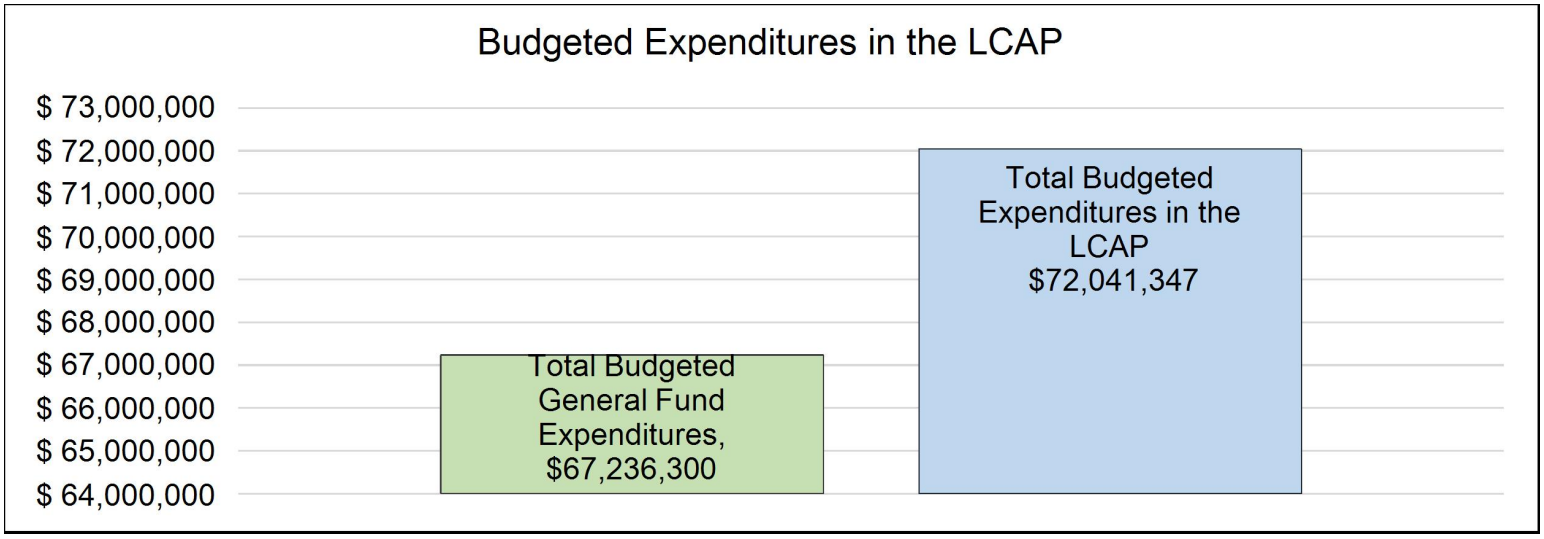


This chart shows the total general purpose revenue Lemon Grove School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lemon Grove School District is $64,882,510, of which $43,907,217 is Local Control Funding Formula (LCFF), $13,669,454 is other state funds, $5,183,283 is local funds, and $2,122,556 is federal funds. Of the $43,907,217 in LCFF Funds, $9,994,956 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 Lemon Grove 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: Lemon Grove School District plans to spend $67,236,300 for the 2026-27 school year. Of that amount, $72,041,347 is tied to actions/services in the LCAP and $-4,805,047 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

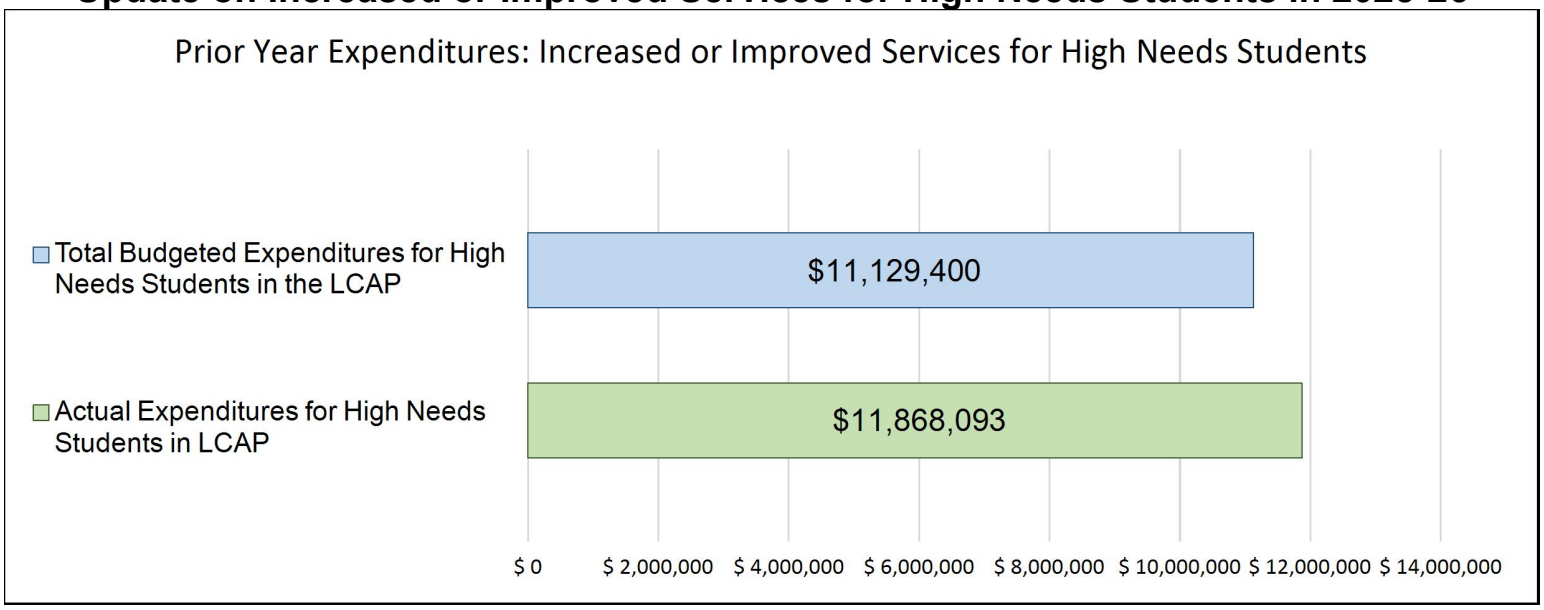
Difference in budgeted expenditures are for Nutrition Services expenses related to Goal 3 Action 3. Expenditures are in Fund 13.

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

In 2026-27, Lemon Grove School District is projecting it will receive $9,994,956 based on the enrollment of Foster Youth, English learner, and low-income students. Lemon Grove School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lemon Grove School District plans to spend $9,994,956 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 Lemon Grove 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 Lemon Grove 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, Lemon Grove School District's LCAP budgeted $11,129,400 for planned actions to increase or improve services for high needs students. Lemon Grove School District actually spent $11,868,093 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lemon Grove School District	Marianna Vinson Superintendent	mvinson@lemongrovesd.net (619) 825-5612

Plan Summary [2026-27]

General Information

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

The Lemon Grove School district proudly provides a high quality educational program to 3,100 Preschool - 8th grade students. There are eight school sites serving a diverse student population within the Lemon Grove community. At the beginning of the 2021-2022 school year, the district developed, and the Board adopted, a 5-year strategic plan for 2021-2026. The Strategic Plan serves as a guide for the development of the annual Local Control and Accountability Plan (LCAP). The 2025-2026 school year was the last year of the district's current Strategic Plan and the district has begun a two-year Strategic Plan review process. The next Strategic Plan will be completed in the 2026-2027 school year.

The five members of the Governing Board, Mrs. Sarina Tortoriello, Mrs. Yajaira Preciado, Mrs. Dorinda Miller, Mrs. Jasmin Smith and Dr. Javier Ayala are committed to providing the best educational program for students and to support the vision for the District: Lemon Grove Learners are tomorrow's leaders, workers and citizens.

The City of Lemon Grove is located just nine miles east of downtown San Diego and is home to a diverse population of more than 28,051 residents. Housing in Lemon Grove is priced competitively and is a mix of rental units and owner-occupied housing. The median annual household income is approximately $88,009.00.

Reflections: Annual Performance

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

Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators:

Chronic Absenteeism (CHRO)
-District: Pacific Islander (PI), Foster (FOS)
-Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR)
-San Altos Elementary: English Learner (EL)
-Vista La Mesa Academy: Homeless (HOM)

English Language Arts (ELA)
-District: English Learner (EL)
-Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD)
-Mt. Vernon Elementary: English Learner (EL)
-San Altos Elementary: English Learner (EL)
-San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI)
-Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD)

English Learner Progress Indicator (ELPI)
-District: Long Term English Learners (LTEL)
-Mt. Vernon Elementary: English Learner (EL)
-San Altos Elementary: English Learner (EL)

Mathematics (MATH)
-Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA)
-Monterey Heights Elementary: English Learner (EL)
-San Miguel Elementary: Students with Disabilities (SWD)

Suspension Rate (SUSP)
-District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD)
-Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR)
-Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI)
-Vista La Mesa Academy: English Learner (EL), Homeless (HOM)

Areas in need of improvement that scored the lowest performance, based on 2025 California School Dashboard indicators:

English Language Arts (ELA)
-Lemon Grove Academy Elementary: Students with Disabilities (SWD)
-Lemon Grove Academy for the Sciences and Humanities: Long-Term English Learners (LTEL)
-San Altos Elementary: English Learners (EL)
-San Miguel Elementary: English Learners (EL), Students with Disabilities (SWD)
-Vista La Mesa Academy: Students with Disabilities (SWD)

English Learner Progress Indicator (ELPI)
-San Miguel Elementary: English Learners (EL)
-Vista La Mesa Academy: English Learners (EL)

Mathematics (MATH)
-District: Long-Term English Learners (LTEL)
-Lemon Grove Academy for the Sciences and Humanities: Long-Term English Learners (LTEL), African American, English Learners (EL)
-San Altos Elementary: English Learners (EL)
-San Miguel Elementary: Students with Disabilities (SWD)
-Vista La Mesa Academy: Students with Disabilities (SWD)

Addressing the Needs of Student Groups Demonstrating the Lowest Performance
In response to the identified needs reflected in the 2023 California School Dashboard indicators, the district implemented a variety of strategic actions to support student groups requiring additional support.

Addressing English Language Arts (ELA) Needs
Dashboard data identified multilingual learners, students with disabilities, LTELs, and socioeconomically disadvantaged students as student groups in need of improvement in English Language Arts across multiple school sites, including San Miguel Elementary, San Altos Elementary, Monterey Heights Elementary, Vista La Mesa Academy, Lemon Grove Academy Elementary, and Lemon Grove Academy for the Sciences and Humanities.
To address these needs, the district implemented several targeted supports aligned to Actions 1.1, 1.2, and 1.4, including:

- Launching the Science of Reading (SoR) assessment system, DIBELS, to strengthen literacy screening, progress monitoring, and intervention practices;
- Continuing instructional coaching focused on evidence-based literacy instruction, Universal Design for Learning (UDL), and Culturally and Historically Responsive Teaching (CHRT);
- Providing professional development in integrated and designated English Language Development (ELD);
- Expanding supplemental multilingual learner curriculum pilots to additional school sites; and
- Strengthening Multi-Tiered System of Supports (MTSS) processes to provide more targeted interventions and whole child supports.

These efforts contributed to districtwide growth in CAASPP English Language Arts achievement, increasing from 34.08% of students meeting or exceeding standards in 2022–23 to 38.5% in 2024–25 (Metric 1.1). While targeted student groups continue to require additional support, the district utilized both Dashboard and local data to refine instructional strategies, strengthen interventions, and prioritize resources for schools and student groups demonstrating the greatest needs.

Addressing Mathematics Needs
Dashboard indicators identified English learners, students with disabilities, African American students, socioeconomically disadvantaged students, Hispanic students, and LTELs as student groups requiring additional support in mathematics achievement across several school sites, including Lemon Grove Academy for the Sciences and Humanities, Monterey Heights Elementary, San Miguel Elementary, San Altos Elementary, and Vista La Mesa Academy.
In response, LGSD strengthened mathematics instruction through Actions 1.1 and 1.2 by:

- Continuing Cognitively Guided Instruction (CGI) professional development and instructional coaching;
- Launching a districtwide mathematics curriculum pilot planning committee composed of teachers, Special Education staff, and instructional coaches;
- Developing a shared vision and evaluation rubric aligned to district instructional priorities; and
- Increasing instructional collaboration and teacher support focused on student-centered mathematics instruction and problem-solving practices.

These efforts contributed to improvement in districtwide CAASPP Mathematics achievement, increasing from 24.73% of students meeting or exceeding standards in 2022–23 to 28.61% in 2024–25 (Metric 1.2). Additionally, i-Ready Diagnostic II Math performance increased from 23% of students on or above grade level in January 2024 to 25% in January 2026 (Metric 1.5). The district will continue refining instructional supports and intervention systems to better address the needs of identified student groups performing below standard.
Addressing English Learner Progress and LTEL Needs

California School Dashboard indicators identified English learners and Long-Term English Learners (LTELs) as student groups requiring improvement in both ELA and English Learner Progress Indicator (ELPI) performance at the district and school-site levels, including Mt. Vernon Elementary, San Altos Elementary, San Miguel Elementary, Vista La Mesa Academy, and Lemon Grove Academy for the Sciences and Humanities.
To address these needs, the district implemented targeted multilingual learner supports aligned to Actions 1.1 and 1.4, including:

- Expanding use of Ellevation and other instructional data systems to monitor student progress and inform targeted interventions;
- Providing ongoing professional development in integrated and designated ELD instruction;
- Expanding supplemental multilingual learner instructional resources;
- Conducting LTEL Success Collaborative activities, including student shadowing, empathy interviews, parent panels, and analysis of language acquisition and achievement data; and
- Strengthening collaboration around multilingual learner instructional practices and supports.

While ELPAC proficiency rates declined from 15.18% proficient/well-developed in 2022–23 to 12.5% in 2024–25 (Metric 1.3), the district experienced significant growth in English Learner Redesignation rates, increasing from 5.17% in 2022–23 to 15% in 2024–25, exceeding the Year 3 target of 14% (Metric 1.4). These outcomes demonstrate the positive impact of targeted multilingual learner supports while also highlighting the continued need for focused interventions and accelerated language development supports for English learners and LTELs.

Addressing Chronic Absenteeism and Student Engagement
Dashboard data identified Pacific Islander students, foster youth, homeless youth, English learners, and students of multiple races as student groups requiring improvement in chronic absenteeism across the district and several school sites. To address attendance and engagement needs, the district strengthened MTSS systems, SST processes, and whole child data analysis practices through Action 1.6. Schools utilized Panorama and other student data systems to monitor attendance patterns, identify barriers to engagement, and coordinate targeted interventions and supports. Intersession programs also provided additional opportunities for student connection, academic engagement, and

social-emotional support outside of the traditional instructional calendar. The district will continue strengthening attendance interventions, family engagement efforts, and coordinated supports for foster youth, homeless students, and other vulnerable student groups.

Addressing Suspension Rate Disproportionality
Dashboard indicators identified foster youth, homeless youth, Pacific Islander students, students of multiple races, students with disabilities, African American students, English learners, Hispanic students, and socioeconomically disadvantaged students as student groups disproportionately impacted by suspension rates across several school sites. In response, the district continued implementing CHRT, UDL, MTSS, and restorative support structures aligned to Actions 1.1, 1.2, and 1.6 to strengthen inclusive instructional practices, improve student engagement, and reduce exclusionary discipline practices. Updated MTSS protocols, clarified team roles, and expanded whole child data analysis supported more proactive intervention planning for students demonstrating behavioral, attendance, or social-emotional needs. Additionally, professional development and coaching focused on culturally responsive instructional practices, relationship-building, and equitable classroom environments to improve school connectedness and reduce disproportionality in discipline outcomes.

LREBG Funding
All Learning Recovery Emergency Block Grant (LREBG) funds received to date have been fully utilized to support academic recovery efforts aligned to identified student needs and district priorities.

Reflections: Technical Assistance

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

Lemon Grove School District continues to engage in ongoing improvement work in collaboration with the San Diego County Office of Education (SDCOE) through Differentiated Assistance. We have continued partnering with SDCOE to strengthen systems and supports for students across the district. In the 25-26 school year, the district was identified for Differentiated Assistance related to English Learner Progress, Chronic Absenteeism, and Suspensions for our Long-Term English Learner (LTEL) student group. In response, the district has partnered closely with SDCOE to examine root causes and strengthen supports for LTEL students through a systems-based approach. As part of this work, the district established an LTEL Success Collaborative focused on improving outcomes for LTEL students through cross-department collaboration and aligned supports. Key areas of focus include the development of an LTEL Toolkit as part of the district's Multilingual Learner (MLL) Master Plan, ongoing professional learning around Designated and Integrated ELD instruction, and strengthening MTSS systems and practices to better support student engagement, belonging, and academic success. The district continues to prioritize data-informed practices to support continuous improvement for multilingual learners, LTELs and all students.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff, including teachers and local bargaining unit	Certificated staff involvement in the development of a school district's Local Control Accountability Plan (LCAP) is essential because they bring professional expertise and firsthand experience in addressing students' academic and developmental needs. Their feedback helps shape effective instructional strategies and ensures that the plan is grounded in educational best practices. Additionally, their active participation promotes a collaborative environment, fostering a sense of shared responsibility and commitment to achieving the district's educational goals. We gathered certificated staff input and feedback through the following: District Advisory Committee (DAC): September 29, 2025; December 1, 2025; March 2, 2026; May 11, 2026 LCAP Survey: May, 2026 District English Learner Advisory Committee (DELAC): October 7, November 4, & December 2, 2025; January 20, March 17 & May 5, 2026 Community Schools Engagement process - Yearlong LGTA Problem Solving - Monthly Professional Development Survey: March, 2026 Staff SEL Survey: Feb-Mar, 2026
Classified Staff, including local bargaining unit	Classified staff involvement in the development of a school district's Local Control Accountability Plan (LCAP) is vital as they offer unique perspectives on the day-to-day operational needs and student interactions within the school environment. Their feedback helps

Educational Partner(s)	Process for Engagement
	identify practical improvements and supports necessary for enhancing student learning and safety. Engaging classified staff fosters a more inclusive and comprehensive approach to decision-making, ensuring that all aspects of the school community contribute to the success of the LCAP. We gathered classified staff input and feedback through the following: District Advisory Committee (DAC): September 29, 2025; December 1, 2025; March 2, 2026; May 11, 2026 LCAP Survey: May, 2026 District English Learner Advisory Committee (DELAC): October 7, November 4, & December 2, 2025; January 20, March 17 & May 5, 2026 Community Schools Engagement process - Yearlong CSEA Problem Solving - Monthly Staff SEL Survey: Feb-Mar, 2026
Administrators and District Leadership Team members	Site administrator and district leader involvement in the development of a school district's Local Control Accountability Plan (LCAP) is critical as they provide strategic oversight and ensure alignment with broader educational goals and policies. Their feedback helps to prioritize resources effectively and address systemic issues that impact student achievement. Moreover, their leadership fosters a cohesive vision and unified approach, enhancing the plan's implementation and overall effectiveness in driving school improvement. We gathered site and district leader input and feedback through the following: District Advisory Committee (DAC): September 29, 2025; December 1, 2025; March 2, 2026; May 11, 2026 LCAP Survey: May, 2026 District English Learner Advisory Committee (DELAC): October 7, November 4, & December 2, 2025; January 20, March 17 & May 5, 2026 Community Schools Engagement process - Yearlong District Support Survey - November, 2025 Principal Leadership Meetings - Monthly District Leadership Meetings - Quarterly

Educational Partner(s)	Process for Engagement
Parents, Family and Community members	Parent and family involvement in developing Local Control Accountability Plan (LCAP) ensures that the educational strategies reflect the community's specific needs and values. Their feedback provides critical insights that help tailor programs and resources to better support student success. Moreover, active participation fosters stronger partnerships between our families and our schools, enhancing our collective investment in student outcomes. We gathered parent and family input and feedback through the following: District Advisory Committee (DAC): September 29, 2025; December 1, 2025; March 2, 2026; May 11, 2026 LCAP Survey: May, 2026 District English Learner Advisory Committee (DELAC): October 7, November 4, & December 2, 2025; January 20, March 17 & May 5, 2026 Special Education Advisory Committee (SEAC): September 6, 2025; November 4, 2025; February 3, 2026; May 5, 2026 Family and Community Collaboration Group (FCCG): September 24, 2025; November 12, 2025; January 21, 2026; May 6, 2026 Committee on African-American Student Achievement and Success (CAASAS): October 2, 2025; November 6, 2025; February 12, 2026; May 21, 2026 Community Schools Engagement Process - Yearlong
Students	Student voice and involvement in the development of a school district's Local Control Accountability Plan (LCAP) are essential for creating a learning environment that truly meets their needs and aspirations. Engaging students in this process empowers them, fostering a sense of agency and responsibility in their education. Additionally, their unique insights and experiences ensure that the LCAP is both inclusive and responsive, leading to more effective and meaningful educational outcomes. We gathered student feedback through: District Advisory Committee (DAC): September 29, 2025; December 1, 2025; March 2, 2026; May 11, 2026 LCAP Survey: May, 2026 Panorama Survey: Fall & Spring

Educational Partner(s)	Process for Engagement
	Student Listening Sessions: September, 2025 - May, 2026 Student Empathy Interviews: February - March, 2026 Community Schools Engagement process - Yearlong
San Diego County Office of Education (SDCOE)	Partnership with the San Diego County Office of Education helped ensure alignment with state guidelines and leveraged their expertise in educational policy and funding. This collaboration enhanced the district's ability to create comprehensive and effective strategies that address the needs of all students, promoting equity, accountability, and continuous improvement in educational outcomes. Consultation - ongoing throughout the year Differentiated Assistance Support - throughout the year
SELPA	SELPA feedback was also provided to the district and incorporated for the 2026-27 LCAP.

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

The feedback from educational partners identified above was synthesized and summarized below. Each LCAP Action includes how the district is responding to the feedback below.

Parent/Family feedback included the following suggestions for the 2026-27 LCAP:
(List below does not indicate priority ranking)
*Continue strong sense of belonging and connection across schools
*Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building
*Continue expanding extracurricular opportunities including sports, music, tutoring, and club
*Continue tutoring, academic intervention and small group instruction
*Appreciate smaller class sizes in elementary grades
*Appreciate caring, welcoming and hardworking staff
*Appreciate communication tools & outreach such as Class Dojo, family events, PTA involvement and coffee with admin
*Appreciate school beautification efforts - murals, cleanliness, upgraded paint/roof
--Facilities concerns focused on safety, aging infrastructure, restroom upgrades, playground improvements, parking, lighting, cameras, classroom cleanliness, and more supervision during and after school.
*Appreciate food pantries, clothing support & family resources
*Concerned regarding student behavior challenges and inconsistent discipline systems
--Want clearer, more consistent approaches to bullying, unsafe behavior, accountability, and behavioral consequences across sites
--Disruptive behaviors are negatively affecting learning, safety, and staff well-being
*Want more mental health, special education, and classroom support services for students with high needs
*Attendance and absenteeism emerged as major concerns for both students and family engagement

*Families want more meaningful opportunities for parent involvement, volunteering, leadership, and participation in decision-making and IEP processes.
*Middle school families expressed concerns about student engagement, agency, inclusivity, and communication, noting students sometimes feel judged or disconnected.
*Want improved communication from administration, including more visibility, timely updates, and stronger relationships with families.

Staff feedback included incorporating the following suggestions into the 2026-27 LCAP:
*Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building
*Continue tutoring, academic intervention and small group instruction
*Appreciate smaller class sizes in elementary grades
*Appreciate school beautification efforts - murals, cleanliness, upgraded paint/roof
--Facilities concerns focused on safety, aging infrastructure, restroom upgrades, playground improvements, parking, lighting, cameras, classroom cleanliness, & more supervision during & after school.
*Want more mental health, special education, and classroom support services for students with high needs
*Attendance and absenteeism emerged as major concerns for both students and family engagement
*Concerned with shortages of substitutes, support staff, and classroom assistance as ongoing challenges that increase stress and reduce instructional quality.
*Ensure strong site leadership at all schools
--Would like full time APs
--Limit time admin is off-campus
*Continue collaborative school culture
*Want more planning time
*Increase salary to match cost of living increases

Student feedback included incorporating the following suggestions into the 2026-27 LCAP:
Relationships & Belonging
*Students highly value positive relationships with trusted adults who listen, show care, and provide consistent support
*Some students experience social exclusion, being ignored by peers, or feeling left out during activities

Student Voice & Empowerment
*Mixed responses about having a voice in learning, with frustration when feedback isn't acknowledged or doesn't lead to visible changes
*Students want equitable participation, respect to be reciprocal, and fairness in discipline and opportunities
*Students want to develop practical life skills, entrepreneurship, and leadership abilities
*Desire to be kind, respectful, responsible, successful, and helpful people with strong social-emotional competencies

Learning & Instruction
*Students learn best through hands-on activities, demonstrations, visual aids, and collaborative work
*Requests for more time for help, quieter learning environments, and more challenging/real-world learning opportunities
*Mixed perspectives on phone policies; interest in more technology integration and digital learning tools

Time, Food & Facilities
*Consistent requests for longer lunch and recess periods; students feel rushed during meals
*Widespread dissatisfaction with lunch quality, portions, and variety
*Major concerns about bathroom cleanliness and privacy, plus requests for improved playground equipment and campus maintenance

Enrichment & Activities
*Strong interest in more clubs, after-school programs, sports teams, STEM, arts, and career exploration
*Desire for life skills classes (financial literacy, cooking, trades) and more physical activity opportunities

Cultural Awareness & Diversity
*Universal agreement (100%) that learning about different cultures is important for building empathy, reducing bullying, and making connections
*Interest in learning multiple languages and understanding global perspectives

School Climate & Safety
*Concerns about bullying, exclusion, disrespect, racism, and microaggressions among peers
*Inconsistent adult responsiveness—some staff are very supportive while others ignore or dismiss students
*Students lose trust when adults don't follow through on commitments or address concerns promptly
*Students value feeling emotionally and physically safe, with requests for calm-down spaces, mental health supports, and more staff supervision
*Appreciation for school events, spirit days, and assemblies; interest in student leadership roles and meaningful participation

SELPA feedback was also provided to the district and incorporated for the 2026-27 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Fostering Student and Staff Growth, Leadership & Achievement The actions/services in Goal 1 address the following State priorities: Priority 1-Basic Services (Teachers are appropriately assigned and fully credentialed in the subject areas and for pupils that they are teaching. Every pupil in the school district has sufficient access to standards-aligned instructional materials), Priority 2-Implementation of State Standards (Implementation of the academic content and performance standards adopted by the state board. How the programs and services will enable multilingual learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency), Priority 4-Pupil Achievement (Statewide assessments. The percentage of multilingual pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board. The multilingual learner reclassification rate), Priority 7-Broad Course of Study (Programs and services developed and provided to unduplicated pupils. Programs and services developed and provided to individuals with exceptional needs), Priority 8-Other Pupil Outcomes (Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through the analysis of state and local data, including status as reported on the CA School Dashboard, the District is aware of the need to increase the number of students meeting or exceeding grade level standards. The need is greater within certain student groups, particularly multilingual learners and students with IEPs. This goal is in alignment with LGSD Strategic Plan Priorities 1 & 2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Assessment of Student Performance and Progress (CAASPP) ELA	2022-23: 34.08% met or exceeded standard.	2023-24: 35.58% met or exceeded standard	2024-25: 38.5% met or exceeded standard	50% meets or exceeds standard. All students increase by a minimum of five points per year. *Updated in 2026-2027 to reflect Differentiated Assistance eligibility for ELPI (LTELs)	+4.42%
1.2	CA Assessment of Student Performance and Progress (CAASPP) Math	2022-23: 24.73% met or exceeded standard.	2023-24: 25.24% met or exceeded standard	2024-25: 28.61% met or exceeded standard	40% meets or exceeds standard. All students increase by a minimum of five points per year. *Updated in 2026-2027 to reflect Differentiated Assistance eligibility for ELPI (LTELs)	+3.88%
1.3	English Language Proficiency Assessments for CA (ELPAC)	2022-23: ELPAC Summative: 15.18% proficient/well-developed	2023-24: ELPAC Summative: 14.12% proficient/well-developed	2024-25: ELPAC Summative: 12.5% proficient/well-developed	30% of multilingual learners proficient/ well-developed	-2.68%
1.4	English Learner Redesignation	2022-23: Redesignation rate of 5.17%	2023-24: Redesignation rate of 5.6%	2024-25: Redesignation rate of 15%	14% of multilingual learners meet the criteria to be redesignated.	+9.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	iReady Diagnostic II Math	January 2024: 23% on or above grade level	January 2025: 23% on or above grade level	January 2026: 25% on or above grade level	58% on or above grade level. All students increase by a minimum of five points per year.	+2%
1.6	iReady Diagnostic II Reading	January 2024: 33% on or above grade level	January 2025: 35% on or above grade level	January 2026: 31% on or above grade level	64% on or above grade level. All students increase by a minimum of five points per year.	-2%
1.7	State Priority 7: Course Outcomes	100% of students enrolled in a broad course of study 100% of programs and services developed and provided to unduplicated pupils 100% of programs and services developed and provided to individuals with exceptional needs.	100% of students enrolled in a broad course of study 100% of programs and services developed and provided to unduplicated pupils 100% of programs and services developed and provided to individuals with exceptional needs.	100% of students enrolled in a broad course of study 100% of programs and services developed and provided to unduplicated pupils 100% of programs and services developed and provided to individuals with exceptional needs.	100% of students enrolled in a broad course of study 100% of programs and services developed and provided to unduplicated pupils 100% of programs and services developed and provided to individuals with exceptional needs.	No change
1.8	State Priority 8: Pupil Outcomes CA Science Test (CAST)	2022-23 CAST: All students: 19.95% meets or exceeds standards Grade 5: 20.92% Grade 8: 18.92%	2023-24 CAST: All students: 23.31% meets or exceeds standards Grade 5: 25.48% Grade 8: 21.15%	2024-25 CAST: All students: 22.68% meets or exceeds standards Grade 5: 22.8% Grade 8: 22.52%	All students increase by a minimum of five points per year. All: 35% meets or exceeds standards Grade 5: 35% Grade 8: 33%	All students: +2.73% Grade 5: +1.88% Grade 8: +3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	State Priority 1: Basic Services	95% of teachers are appropriately assigned and fully credentialed in the subject areas and for students that they are teaching. 100% of students in the school district have sufficient access to standards-aligned instructional materials.	92.5% of teachers are appropriately assigned and fully credentialed in the subject areas and for students that they are teaching. 100% of students in the school district have sufficient access to standards-aligned instructional materials.	94.9% of teachers are appropriately assigned and fully credentialed in the subject areas and for students that they are teaching. 100% of students in the school district have sufficient access to standards-aligned instructional materials.	97% of teachers are appropriately assigned and fully credentialed in the subject areas and for students that they are teaching. 100% of students in the school district have sufficient access to standards-aligned instructional materials.	-0.1% teachers appropriately assigned and fully credentialed in the subject areas and for the students that they are teaching No change in students having sufficient access to standards-aligned instructional materials
1.10	State Priority 2: Implementation of State Standards	100% Implementation of the academic content and performance standards adopted by the state board. 100% of the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% Implementation of the academic content and performance standards adopted by the state board. 100% of the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% Implementation of the academic content and performance standards adopted by the state board. 100% of the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% Implementation of the academic content and performance standards adopted by the state board. 100% of the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	English Language Proficiency Assessments for CA (ELPAC) *new metric added in 2026-2027	44.5% of LTELs made progress toward English proficiency on the 2025 Dashboard ELPI	Baseline was set in 2024-2025	Baseline was set in 2024-2025	50% of Long Term English Learners will make progress toward English proficiency on the ELPAC *new metric based on the Differentiated Assistance eligibility for ELPI (LTELs)	No difference as baseline was established this year.

Goal Analysis [2025-26]

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

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

Action 1.1
Successes:
-Science of Reading (SoR) Assessment Implementation: LGSD launched its first year of implementation of the SoR Assessment, DIBELS. This assessment system has strengthened the district's ability to identify student literacy needs, monitor progress, and provide targeted instructional support aligned to evidence-based reading practices.
-Culturally and Historically Responsive Teaching (CHRT) and Universal Design for Learning (UDL): the district continued deepening implementation of CHRT and UDL frameworks across grade levels. Teachers increasingly integrated culturally affirming and universally designed instructional practices that promote student engagement, access, and belonging while reducing barriers to learning for diverse student populations.
-Multilingual Learner (MLL) Curriculum Pilot Expansion: Building on initial implementation efforts, LGSD expanded its pilot of supplemental curriculum resources designed to support multilingual learners to additional school sites. Early feedback and classroom observations indicate increased student engagement, language development opportunities, and access to grade-level content.
-Long-Term English Learner (LTEL) Committee Work: The LTEL Success Collaborative, a committee focused on Long-Term English Learners (LTELs), engaged in a comprehensive review of student data and qualitative experiences to better understand the needs of LTEL students. This work included multilingual learner shadowing experiences, parent panels, and student empathy interviews to identify systemic barriers and inform future supports, resources, and instructional strategies for LTEL success.
-Launch of Mathematics Curriculum Pilot Committee: LGSD launched a comprehensive mathematics curriculum pilot planning committee to support future instructional adoption decisions. A representative pilot committee, consisting of two teachers from each school site along with

Special Education staff and instructional coaches, collaborated to develop a shared vision for high-quality mathematics instruction. The committee created an evaluation rubric aligned to district priorities and instructional goals, reviewed multiple curriculum options, and selected three programs to pilot during the following school year.

Challenges:
-Expansion of Career Technical Education (CTE) Pathways: While some additional funding was secured by the Strong Workforce Program grant, the district is still working to expand CTE programs at the middle school level. Although the district was able to maintain its current pathway offerings and fund additional resources for those pathways, the district is working to expand the number of pathway offerings.

Action 1.2
Successes:
-Districtwide Professional Development: The district successfully hosted its second annual Learning Expo, continuing to expand opportunities for staff collaboration and professional growth. The districtwide event was held in the fall and spring, and offered more than 20 differentiated choice sessions tailored to staff skill levels, interests, and roles. Both certificated and classified staff participated, reflecting the district's commitment to collective learning and continuous improvement.
-Continued Cognitively Guided Instruction (CGI) Training: LGSD continued to deepen implementation of Cognitively Guided Instruction (CGI) through ongoing professional development, instructional coaching, and support for new teachers. These efforts strengthened teacher capacity in student-centered mathematics instruction and problem-solving practices across participating schools.
-Instructional Coaching and Capacity Building: Instructional coaches continued to play a critical role in supporting classroom teachers through differentiated coaching cycles, modeling, co-planning, and feedback. Coaching support strengthened implementation of district instructional priorities and contributed to growth in teacher practice and student learning outcomes.
-New Teacher Training: Every new teacher in LGSD participated in a structured new teacher training program, ensuring consistent onboarding focused on instructional expectations, district initiatives, and a strong foundation for success in their first year.
-Strengthened Whole Child Data Analysis Through MTSS: The district strengthened whole child data analysis through updated MTSS processes, protocols, and clarified team roles. These improvements supported more effective collaboration and problem-solving focused on students' academic, behavioral, attendance, and social-emotional needs.

Challenges:
-Planning and Collaboration Around Professional Development Strategies: While the district expanded professional learning opportunities and collaboration structures, continued refinement is needed to strengthen planning, coordination, and alignment of professional development strategies across departments and sites. Ensuring dedicated time and consistent protocols for collaboration remains an ongoing area of focus.

Action 1.4
Successes:
-Utilization of Key Educational Platforms: The district effectively implemented the use of platforms such as i-Ready, Panorama, ESGI, and Ellevation to monitor student progress, inform instruction, and support whole child development.
-Ellevation Data Dashboard: Continued use of the data dashboard, Ellevation, which provides educators with streamlined access to multilingual learner (MLL) data to inform instructional planning and targeted supports.

-Training in Integrated and Designated English Language Development (ELD): LGSD invested in professional development for teachers to strengthen both integrated and designated ELD instruction. This training has supported a more cohesive approach to meeting the academic and linguistic needs of English learners across all content areas.

Challenges:
-Personalized Supports for ELPAC Assessment: Identifying and consistently practicing personalized testing supports for English learners on the ELPAC remains an area of growth. Teachers need additional training and structures to ensure that all eligible students have the tools and accommodations necessary to demonstrate their language proficiency successfully.

Action 1.5
Successes:
-During the 2025–26 school year, Lemon Grove School District made significant strides in strengthening the recruitment, onboarding, and retention of both classified and certificated staff. A key highlight was the continued implementation of the Teacher Residency Grant partnership with the San Diego County Office of Education and two local universities. This initiative creates a valuable pathway for classified employees to pursue teaching credentials, enhancing our ability to grow and diversify our educator workforce.
-Recruitment efforts were expanded through targeted strategies, including participation in job fairs, partnerships with teacher preparation programs, and increased use of digital platforms to attract qualified candidates. These efforts resulted in improved applicant pools, particularly for hard-to-fill positions.
-Onboarding processes were enhanced to provide new hires with a stronger foundation. New employee orientations were refined. New teachers also benefited from access to a state-approved induction program in collaboration with SDCOE, supporting their transition into the profession and their credentialing journey.
-To support retention, we invested in ongoing professional learning and offered leadership development opportunities. Staff appreciation and recognition efforts were strengthened, and feedback was gathered to help inform future strategies.

Challenges:
-Onboarding processes, while improved, continue to vary across departments and sites—highlighting the need for more consistency and role-specific supports.

Action 1.6
Successes:
-Continued pilot of New Student Support Team (SST) Process and MTSS Structures: The district continued its pilot of a more streamlined SST process alongside Multi-Tiered System of Supports (MTSS) structures. These efforts have allowed school sites to more efficiently identify student needs and implement targeted interventions, resulting in a more responsive and effective system of support.
-Expanded Intersession Programs: Robust intersession offerings during fall and spring break provided students with meaningful academic, enrichment, and social-emotional learning opportunities outside of the traditional school year. These programs have helped close learning gaps while engaging students in hands-on, high-interest activities.

Challenges:

Limited Funding for Intervention Teachers: Intervention teachers are critical to supporting the core instructional program by providing targeted small group and individualized support. However, limited funding has impacted their schedules, affecting both the breadth of intervention services at school sites.

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

Action 1.1: The material difference of an increase of 40.74% between Budgeted Expenditures and Estimated Actual Expenditures is primarily due to a new round of additional funding from the Strong Workforce Grant and differences in the expected quantities of curriculum and textbook purchases, which were higher than originally anticipated due to the expiration of English Language Arts and Mathematics curriculum adoption.

Action 1.3: The material difference of an increase of 11.38% between Budgeted Expenditures and Estimated Actual Expenditures is primarily due to transportation services increases and increased Special Education services for NPA/NPS.

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

Throughout the year, LGSD demonstrated a strong commitment to advancing student learning, strengthening instructional systems, and building staff capacity through coherent districtwide initiatives and targeted supports aligned to Goal 1 actions and services. Implementation of all the goal's actions were effective and actions 1.1, 1.2, 1.4, 1.5, and 1.6 produced several effective outcomes while also highlighting areas where additional refinement, resources, and support are needed.

Action 1.1
LGSD continued implementation of the Science of Reading and launched the first year of the DIBELS assessment system. These efforts were effective in strengthening the district's ability to identify literacy needs, monitor progress, and provide targeted intervention aligned to evidence-based reading practices. Continued implementation of CHRT and UDL frameworks was also effective in increasing access to rigorous, culturally responsive instruction and improving student engagement across diverse student groups. These efforts contributed to growth in districtwide ELA achievement, as reflected in CAASPP ELA results increasing from 34.08% of students meeting or exceeding standards in 2022–23 to 38.5% in 2024–25. Additionally, expansion of the multilingual learner curriculum pilot was effective in increasing language development opportunities and access to grade-level content for multilingual learners. While these efforts were effective overall, literacy outcomes remained inconsistent across grade levels and student groups, as reflected in a slight decline in i-Ready Reading performance. Continued refinement of intervention systems, implementation of DIBELS, and alignment of Science of Reading instructional practices will be necessary to accelerate literacy growth for all students.

Action 1.2
The second annual Learning Expo was effective in providing differentiated professional learning opportunities aligned to district priorities and staff needs. These sessions strengthened instructional coherence across school sites and supported implementation of district initiatives. CGI professional development and instructional coaching were also effective in strengthening student-centered mathematics instruction and

teacher capacity. Coaching support through modeling, co-planning, and feedback contributed to improved student outcomes, including increases in both CAASPP Mathematics and i-Ready Math performance. The district's onboarding process for new teachers was similarly effective in establishing consistent instructional expectations and support systems for educators entering the profession. At the same time, the increasing number of district initiatives highlighted a need for more effective planning, coordination, and collaboration structures to ensure professional learning remains coherent, sustainable, and fully aligned across departments and school sites. Staff feedback indicated a continued need for dedicated planning time to strengthen implementation and impact.

Action 1.4
The district's use of instructional and data-analysis platforms, including i-Ready, Panorama, ESGI, and Ellevation, was effective in improving access to student data and informing instructional decision-making. Professional development focused on integrated and designated ELD was effective in strengthening teacher capacity to address the academic and linguistic needs of multilingual learners. The district's multilingual learner supports were also effective in significantly increasing English Learner Redesignation rates, which exceeded the Year 3 target. However, these efforts were not yet fully effective in improving overall English language proficiency outcomes, as ELPAC proficiency rates declined during the same period. Additional systems, staff training, and instructional supports are needed to ensure English Learners consistently receive appropriate personalized supports and opportunities to practice accommodations aligned to the ELPAC assessment.

Action 1.5
LGSD's recruitment, onboarding, and retention efforts were effective in strengthening staffing pipelines and supporting workforce sustainability. The Teacher Residency Grant partnership was effective in expanding credentialing opportunities for classified employees, while recruitment partnerships and outreach efforts strengthened applicant pools in hard-to-fill areas. Improved onboarding, induction, and leadership development opportunities were also effective in supporting employee growth and retention. Despite these successes, staffing shortages and funding constraints continued to impact certain programs and services. Recruitment and retention efforts remain particularly important in specialized and hard-to-fill positions, requiring ongoing investment and strategic planning to ensure long-term sustainability.

Action 1.6
The district's efforts to streamline SST processes and strengthen MTSS structures were effective in improving collaboration, clarifying roles, and supporting more efficient identification of student needs and interventions. Expanded intersession programming was effective in providing additional academic support, enrichment opportunities, and social-emotional learning experiences for students. District leaders also effectively utilized student performance data to refine literacy supports and strengthen intervention systems. While these systems improved coordination and support for students, implementation was less effective in increasing districtwide inclusion outcomes for students with disabilities. Although some students previously served in more restrictive settings increased their participation in general education, overall Least Restrictive Environment (LRE) data remained relatively stagnant. Staff identified a continued need for greater collaboration between general education and special education teachers, as well as between special education teachers and classified support staff, to strengthen inclusive practices and improve outcomes for students with disabilities.

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 prior practice, LGSD will implement several refinements and expanded actions in the coming year to strengthen instructional coherence, targeted supports, and student outcomes. The district will expand the multilingual learner supplemental curriculum pilot to additional classrooms and continue the work of the LTEL committee to develop more targeted supports, interventions, and resources for Long-Term English Learners. LGSD will also launch the implementation phase of the mathematics curriculum pilot using the three programs selected by the district committee.

The educational partner input for many actions has been updated based on new information from the current year.

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	Universally Designed Rigorous Grade Level Instruction Grounded in Culturally Responsive Teaching	Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI)	$967,506.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) Students are supported when educators engage them in a universally designed, intellectually rigorous framework of learning that supports and honors their identities, cultural knowledge, literacies and resources. Specifically we plan to improve services to unduplicated pupils through the following: • Design and implement universally designed lessons that address and remove barriers to learning • Design and implement culturally relevant and engaging lessons aimed at strengthening the conditions necessary for effective teaching and learning. • Promote Anti-racist instructional practices which affirm Black, Latinx, Indigenous, and students of color. LGSD has adopted and will continue to implement the culturally and historically responsive teaching (CHRT) framework from Dr. Gholdy		

Action #	Title	Description	Total Funds	Contributing
		Muhammad's research which is outlined in her book: Cultivating Genius. Culturally and historically responsive teaching (CHRT) is a model that centers the cultural and linguistic diversity of youth with a particular focus on advancing the achievement of youth of color who have been historically underserved. The historically responsive equity framework is not just for literacy instruction or literacy educators per se but for all teachers across the disciplines. The framework brings diverse texts and literacies into all content areas in PK-8 classrooms through the 5 pursuits of Identity, Joy, Criticality, Intellect and Skills.LGSD has adopted the Universal Design for Learning (UDL) framework from CAST. UDL is an educational framework based on research in the learning sciences that guides the development of flexible methods, materials and environments that embrace variability, minimize barriers, and develop expert learning for all. Building upon this work, LGSD will launch a districtwide focus on grade-level rigor during the 2026–27 school year. This initiative recognizes that access to rigorous, grade-level learning is an equity issue. Through a partnership with UnboundEd, the district will support educators in strengthening their ability to provide all students with meaningful access to grade-level standards while utilizing appropriate scaffolds and supports to address individual learning needs. This work builds directly upon the district's implementation of CHRT and UDL. The CHRT framework emphasizes the pursuit of intellect and criticality while honoring students' identities, cultures, and lived experiences, ensuring that rigorous learning experiences are both meaningful and affirming. Similarly, UDL provides the structures and strategies necessary to remove barriers to learning while maintaining high expectations for all students. Together, these frameworks support the district's vision that students should not have to choose between access and rigor; rather, all students deserve equitable access to grade-level learning that is engaging, culturally responsive, appropriately scaffolded, and intellectually challenging. Through professional learning, instructional coaching, collaborative planning, classroom observations, and continuous improvement cycles, LGSD will work to ensure that grade-level rigor is consistently reflected in instructional practices across all schools and classrooms. LGSD is committed to annually funding and evaluating district-adopted		

Action #	Title	Description	Total Funds	Contributing
		curriculum to ensure instructional materials remain current, relevant, and effective for teaching and learning. As part of this commitment, the district launched a comprehensive mathematics curriculum pilot process involving teachers, instructional coaches, and Special Education staff to evaluate high-quality instructional materials aligned to district priorities and student needs. LGSD is also committed to annually funding supplemental and pilot curriculum: • Implement Science of Reading aligned supplemental curriculum and SoR aligned assessments • Explore newcomer multilingual learner supplemental curriculum • Explore supplemental mathematics curriculum • Maintain offerings for the Gifted and Talented Program, including assessment and student supports • Invest in Career Technical Education programs at the middle school campuses ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information including numbering below): Parent/Family feedback: -Support for Multilingual Learners -Desire for culturally responsive instruction -Awards for Growth & Achievement Staff Feedback: -Continued implementation of CHRT -Consistent intervention structures Student feedback: -Culturally responsive instruction -Teaching and learning that is connected to the real world		
1.2	Professional Development and	Action 1.2 – LREBG-Funded Action	$5,688,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Teacher Collaboration	Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students		

Action #	Title	Description	Total Funds	Contributing
		with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) LGSD utilized Learning Recovery Emergency Block Grant (LREBG) funds to expand professional learning, instructional coaching, collaboration opportunities, and targeted instructional support systems to address unfinished learning and strengthen outcomes for student groups identified through California School Dashboard indicators and local assessment data, including multilingual learners, Long-Term English Learners (LTELs), students with disabilities, socioeconomically disadvantaged students, foster youth, and homeless youth. Research from John Hattie's Visible Learning meta-analyses (Hattie, 2009) supports the effectiveness of collective teacher efficacy, teacher clarity, and instructional coaching as high-impact practices for improving instructional effectiveness and accelerating student achievement. This demonstrates that sustained professional development paired with instructional coaching improves teacher practice, strengthens implementation of evidence-based instructional strategies, and positively impacts student outcomes. Additionally, research on Cognitively Guided Instruction (2015) supports the use of student-centered mathematics instruction to improve conceptual understanding, problem-solving skills, and mathematics achievement for diverse student populations. Through this action, the district hosted its second annual Learning Expo, providing more than 20 differentiated professional learning sessions for certificated and classified staff during the fall and spring. Professional learning opportunities focused on district instructional priorities, including Science of Reading practices, Cognitively Guided Instruction (CGI), Universal Design for Learning (UDL), Culturally and Historically Responsive Teaching (CHRT), integrated and designated English Language Development (ELD), and Multi-Tiered System of Supports (MTSS). Recognizing that access to rigorous grade-level instruction is an		

Action #	Title	Description	Total Funds	Contributing
		equity issue, the district will continue to refine its grade-level rigor initiative in 2026-2027 by supporting educators in maintaining high expectations for all students while providing appropriate scaffolds and supports to ensure meaningful access to grade-level standards. This action directly supported identified student groups and school sites demonstrating the lowest performance on the California School Dashboard, including multilingual learners, LTELs, students with disabilities, African American students, socioeconomically disadvantaged students, foster youth, homeless youth, and Hispanic students requiring additional academic, behavioral, and social-emotional support. The effectiveness of this LREBG-funded action will be monitored through the following metrics: • Metric 1.1: CAASPP English Language Arts (ELA) • Metric 1.2: CAASPP Mathematics • Metric 1.3: English Language Proficiency Assessments for California (ELPAC) • Metric 1.4: English Learner Redesignation • Metric 1.5: i-Ready Diagnostic II Math • Metric 1.6: i-Ready Diagnostic II Reading • English Learner Progress Indicator (ELPI) • Chronic Absenteeism Dashboard Indicator • Suspension Rate Dashboard Indicator ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information including numbering below): Staff feedback: -Increased collaboration time -Consistent support through instructional coaching -New teacher training Student feedback: -Tutoring and additional academic support -Hands-on learning		

Action #	Title	Description	Total Funds	Contributing
		LREBG Funded Action- $256,172 were used in LREBG funds in 2025-2026 to support professional development and teacher collaboration		
1.3	Special Education: Student Achievement and Inclusion	Students require rigorous, well-supported instruction with ample opportunities for support with language and skill development in order to address unfinished learning and achieve the goals of the Common Core. Students require as much access to the general education environment and curriculum as possible, using Least Restrictive Environment guidelines to make IEP team data-based decisions that support inclusive placement and practices. Specifically we plan to: -Continue to provide an evidence-based reading intervention curriculum for students with disabilities (Wilson Reading Intervention), and continue to provide training to all special education teachers on effective implementation of the Wilson Reading Intervention system. -Provide ongoing collaboration and coaching on reading and math instruction to special education teachers and paraprofessionals, including effectively using i-Ready, Go Math and Panorama for monitoring student progress in ELA and Math. -Provide evidence-based curriculum for students in Extensive Support Needs classrooms, and training for staff around implementation of the curriculum (Unique Learning, Stages), as well as provide collaboration time with general education team members in coaching cycles and instructional strategies that support all students, such as CGI -Conduct role-alike training for teachers, aides, and service providers to deepen their expertise and increase student outcomes -Continue to hold an optional inclusion certification course each year for school site team members, where they gain indispensable, practice knowledge on how to develop and implement a strong inclusion special education program at their site -Each mild-mod special education teacher will have one co-teaching general education partner, where they are co-teaching for at least one hour each day -Regular LRE data reviews for students, and monitoring our goal of increasing time in general education for students with IEP's	$10,730,162.00	No

Action #	Title	Description	Total Funds	Contributing
		-Build codified program outlines for each special education program in the district, which will support school leaders, staff and families in understanding the expectations of the program, clarify team roles, and support effective coaching and feedback cycles -Implement the IEP Spot Check tool and Ed Benefit Analysis tool, which are documents that support clear steps to analyze if an IEP is developed effectively with all elements, as well as being formed to make a positive impact on each student's achievement -Work to increase parent/family attendance in our Special Education Board Committee, to ensure we have more voices and input from our families on the special education program development -Coordinate deepy between Student Services, Education Services and Special Education to build an effective behavior response model that decreases disciplinary incidents for students with IEP's, specifically leveraging our new Behavior Intervention Program Manager role -Continue to refine and develop our "LEAD" behavior program that is specifically meant to support students with IEP's with the highest mental health and behavioral needs, before a Non Public School placement -Offer site PD around inclusion practices, and PD's on understanding how to support various types of disabilities ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information including numbering below): Parent/Family feedback: *More inclusive environment for children with special needs, and ensuring students with special needs are not excluded from general education activities *Provide families of students with IEP’s more frequent feedback on student progress in between annual IEP meetings *Provide general education teachers with training on students’ IEP’s, ensuring more awareness and understanding of their students’ plans Staff feedback: *Increase proper training for all staff, including classified staff, on emergency protocols and student behavior issues		

Action #	Title	Description	Total Funds	Contributing
		*Build a truly inclusive and welcoming environment for all students, especially those who are marginalized and struggling *Ensure the safety of staff and students during recess, lunch and class Student feedback: *Continue to increase positive behavior recognition; efforts in this area are seen and appreciated		
1.4	Multilingual Learner: Student Achievement and Linguistic Services	Provide site and district professional development and collaboration time to certificated and administrative staff for the purpose of analyzing data, support with implementation of multilingual learner instructional strategies, and improving achievement of multilingual learners. Promote a growth mindset at all school sites, using data from ongoing needs assessment and progress monitoring to inform instruction and related supports. For multilingual learners: • Continue use of iReady, Panorama, ESGI and Ellevation platforms • Develop a district dashboard • Train staff in providing designated and integrated English Language Development (ELD) • Train staff to meet the specific needs of English Learners (ELs) • Support staff in using assessment to more effectively inform placement and services for multilingual learners • Train staff in Universal Design for Learning (UDL) Invest in linguistically sustaining practices and programs for developing multilingual learners • Implement the district's MLL Master Plan based on the CA English Learner Roadmap • Audit instructional schedules to ensure designated ELD is being taught by a certificated teacher • Ensure language acquisition programs, instruction and support services are responsive to the different language and academic needs of various MLL profiles, including newcomers • Provide expanded tutoring and intervention opportunities for MLLs, including newcomers and students ready to reclassify	$201,656.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement student awards program and reclassification ceremonies to honor language development in multiple languages • Continue expanded translation services across the district • Continue to invest in bilingual instructional assistants (BIAs) • Continue pilot of a new newcomer program/curriculum • Continue committee focused on LTEL support and resources • Continue to expand the dual language program at Early Childhood Education Center, Mount Vernon Dual Immersion Elementary, and Lemon Grove Academy Middle School. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information including numbering below): Parent/Family feedback: -Continued focus on Culturally and Historically Responsive Teaching (CHRT) -Expand classified staff training Staff Feedback: -ELD training for students who are dually-identified (SWD and EL) -Continued support by BIAs Student feedback: -Academic support and tutoring -Increased awards and celebrations		
1.5	Recruitment, Onboarding, and Retention of Staff	By addressing Recruitment, Onboarding, and Retention of Staff in our Local Control Accountability plan, we aim to cultivate a team of diverse, talented, and dedicated educators who will contribute to the success of our students and community. Recruitment: To attract top talent, we will implement targeted recruitment strategies to reach a diverse pool of candidates. This will include partnering with local educational institutions, attending job fairs, and utilizing online platforms to	$477,389.00	No

Action #	Title	Description	Total Funds	Contributing
		advertise job vacancies. We continued to implement a Teacher Residency Grant Partnership with the San Diego County Office of Education and two Universities to provide pathways for classified staff to obtain certificated credentials. Onboarding: We recognize the importance of effective onboarding in ensuring new classified staff and certificated staff feel welcomed and prepared to excel in their roles. To achieve this, we will develop a comprehensive onboarding program that includes orientation sessions, mentorship opportunities, and access to resources to facilitate a smooth transition into our organization. Additionally, we will partner with the San Diego County Office of Education to provide a teacher induction mentoring program to support new teachers with the clear credential process. Retention: We are dedicated to creating a work environment that values, supports, and retains our classified and certificated staff. We will develop, pilot, and implement a comprehensive evaluation system focused on improving practice and closing achievement gaps. Additionally, we will regularly seek feedback from our classified and certificated staff to identify areas for improvement and adjust our strategies as needed. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information including numbering below): Parent/Family feedback: *Continue strong sense of belonging and connection across schools *Appreciate caring, welcoming and hardworking staff Staff Feedback: *Concerned with shortages of substitutes, support staff, and classroom assistance as ongoing challenges that increase stress and reduce instructional quality. *Ensure strong site leadership at all schools --Would like full time APs --Limit time admin is off-campus		

Action #	Title	Description	Total Funds	Contributing
		*Continue collaborative school culture *Want more planning time *Increase salary to match cost of living increases Student Feedback: Relationships & Belonging *Students highly value positive relationships with trusted adults who listen, show care, and provide consistent support Student Voice & Empowerment *Mixed responses about having a voice in learning, with frustration when feedback isn't acknowledged or doesn't lead to visible changes *Students want equitable participation, respect to be reciprocal, and fairness in discipline and opportunities *Desire to be kind, respectful, responsible, successful, and helpful people with strong social-emotional competencies Learning & Instruction *Students learn best through hands-on activities, demonstrations, visual aids, and collaborative work School Climate & Safety *Inconsistent adult responsiveness—some staff are very supportive while others ignore or dismiss students *Students lose trust when adults don't follow through on commitments or address concerns promptly *Students value feeling emotionally and physically safe, with requests for calm-down spaces, mental health supports, and more staff supervision		
1.6	Multi-Tiered System of Supports	Action 1.6- LREBG Funded Action LGSD's Multi-Tiered System of Support (MTSS) framework embraces the Whole Child approach, grounded in Universal Design for Learning (UDL) and Culturally and Historically Responsive Teaching (CHRT) as essential to strong Tier I instruction. MTSS creates a framework where ALL students succeed, and there is a plan for every student who comes to the school to	$5,921,027.00	Yes

Action #	Title	Description	Total Funds	Contributing
		be expected, included and successful. It organizes the process for implementation & improvement science for continuous improvement, by its structure for data-based decision-making. We will ensure every child in the district's diverse student population, including multilingual learners, and students with IEPs, achieves success. Specifically we plan to: • Continue to implement an integrated, comprehensive, data-driven Multi-Tiered System of Supports (MTSS) for the purpose of building the capacity to support all PK-8 learners, including multilingual learners and students with IEPs. - - • Continue to fund intervention teachers to provide tier 2 & 3 supports for students. • Offer engaging and robust intersession programs, including summer school • Support middle school staff with developing inclusive master schedules. The effectiveness of this LREBG-funded action will be monitored through the following metrics: • Metric 1.5: i-Ready Diagnostic II Math • Metric 1.6: i-Ready Diagnostic II Reading • English Learner Progress Indicator (ELPI) • Chronic Absenteeism Dashboard Indicator • Suspension Rate Dashboard Indicator ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information including numbering below): Parent/Family feedback: * Continue tutoring and intervention Programs * Continue support for multilingual learners Staff Feedback: * Need improved structures and schedules for intervention teachers Student feedback:		

Action #	Title	Description	Total Funds	Contributing
		* Increased tutoring support Action 1.6- LREBG Funded Action- $49,143 in LREBG funds will be used to support Multi-Tiered Systems of Support team stipends		
1.7	Basic Services	Basic services are required for all students to ensure access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Specifically we plan to: Provide the basic services necessary to operate a school district: salaries, benefits, operating expenses, i.e., utilities, materials to support Common Core State Standards (CCSS). Continue expanded instructional minutes across the district to provide additional support to all students.	$31,013,495.00	No
1.8	Long-Term English Learners (LTELs) Support	Provide site and district professional development, coaching, and collaboration time to certificated and administrative staff focused on analyzing data, implementing instructional strategies specific to Long-Term English Learners (LTELs), and improving academic achievement, language acquisition, and reclassification outcomes for LTEL students. This work will be informed by the district LTEL committee's analysis of student data, multilingual learner shadowing, parent panels, and student empathy interviews to better understand barriers and identify effective supports for LTEL success. For Long-Term English Learners (LTELs): -Continue implementation and monitoring through platforms such as i-Ready, Panorama, ESGI, and Ellevation to identify student needs and monitor LTEL progress. -Provide targeted professional learning in designated and integrated English Language Development (ELD) practices aligned specifically to the instructional and language development needs of LTELs. -Equip staff with tools to differentiate instruction for LTELs, including those who are dually identified as Students with Disabilities (SWD).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		-Support staff in using assessment data to determine individualized supports for LTELs. -Continue training staff in Universal Design for Learning (UDL) with an emphasis on linguistic scaffolds, student discourse, and equitable access to rigorous instruction for LTELs. This action supports implementation of the work underway aligned to differentiated assistance. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information including numbering below): Parent/Family feedback: * Continue tutoring and intervention Programs * Continue support for multilingual learners Staff Feedback: -ELD training for students who are dually-identified (SWD and EL) -Continued support by BIAs Student feedback: -Academic support and tutoring -Increased awards and celebrations All expenses connected to this Action are incorporated into Action 1.4 above.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Fostering School Community and Connectedness The actions/services in Goal 2 address the following State priorities: Priority 3-Parent Involvement (Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. How the school district will promote parental participation in programs for unduplicated pupils. How the school district will promote parental participation in programs for individuals with exceptional needs), Priority 5-Pupil Engagement (School Attendance Rates, Chronic absenteeism rates), Priority 6-School Climate (Pupil Suspension rates. Pupil expulsion rates. Other local measure, including survey of pupils, parents, and teachers on the sense of safety and school connectedness)	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 wishes for all students, staff and families to experience belonging in the school community, therefore increasing student attendance, reducing discipline, and increasing family and community engagement. The actions under this goal address the student as a whole child, focuses on positive culture to increase student learning, and addressing how the district is working to build community schools. Through data analysis around historical enrollment, attendance, chronic absenteeism and suspensions, the district recognizes the need to increase enrollment and attendance, and reduce chronic absenteeism and suspensions. This goal is in alignment with LGSD Strategic Priority 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspensions/Expulsions	In 23-24, 3% students suspended at least once; <1% foster youth suspended and 4% of homeless students	In 24-25, 4.2% of students suspended at least once; 0% foster youth suspended	In 25-26, 2.2% of students suspended at least once; 10% of foster youth had a	By end of 26-27, <2% of students will be suspended at least once; maintain that <1%	-1% decrease of overall suspensions; -increased by ~10% of foster

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended. 0 students were expelled in 23-24.	and <1% of unhoused students suspended. 1 student was referred for an expulsion hearing.	suspension (1 out of 10) and 7.2% of suspensions for homeless. 0 students were expelled.	of foster and homeless youth will be suspended, and 0 students expelled.	students suspended; -increased by 3.2% of homeless students suspended; -maintained 0 expulsion referrals
2.2	Chronic Absenteeism	In 23-24, 31% of students chronically absent district-wide; 36% of students with special needs and 40% of homeless students	In 24-25, 24% of students were chronically absent district-wide; 31% of students with special needs and 34% of homeless students	In 25-26, 22% of students were chronically absent district-wide; 27% of students with special needs and 27% of homeless students.	By end of 26-27, 20% or less of students chronically absent district-wide; 25% of students with special needs and 28% of homeless students	-9% decrease of chronically absent students, and 9% reduction in chronically absent students with special needs and 13% reduction for homeless students
2.3	Parent and Family Engagement	Held over 70 parent events district-wide in 23-24; more than 1800 parents attended. Held four Special Education Board Advisory Committees district-wide in 23-24. We had 8 parents on the DELAC committee from 5 school sites; there was inconsistent attendance. Held our first LGSD Multicultural Fair with over 500 families in attendance. Increase representation of UPP parents in various parent	Held over 116 parent events district-wide in 24-25; more than 5,432 parent participation. Held four Special Education Board Advisory Committees in 24-25. We had inconsistent parent attendance on DELAC. Held our second LGSD Multicultural Fair with over 750 families in attendance.	Held over 137 family engagements districtwide; more than 13,090 parent/family participation. Committee & Council representation: Black History Celebration Participation: 1,200 Multicultural Fair & Family Day Participation 1,400	By end of 26-27, provide over 100 parent events district-wide with more than 2000 parents attending. Represent parents from each school site on the DELAC committee with consistent attendance. Expand LGSD Multicultural Fair to over 800 families in attendance. Increase representation of UPP parents in	Increased parent events by 67; Increase parent participation by over 11,000; Maintained Special Education Board Committee meetings; Maintained inconsistent parent attendance on DELAC; +900 increase in families in attendance at multicultural fair Increased UPP participation as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		committees (DAC, DELAC, SSC, etc.) by 15%. Develop systems to track Unduplicated Pupil Percentage (UPP) parent participation in order to track growth. Increase parent sense of safety and connectedness by 10% on family survey. Baseline established in Year 1 Outcome	Systems to track UPP parent participation has not yet been developed so no data to report at this time In 24-25, 51% of parents reported on the CHKS family survey that the district is a safe place for their child. 56% of parents reported being involved with school on the 24-25 family CHKS survey.	The district sought input from parents including multilingual learners, low-income and special education through various ways. MLL, low-income and sped families participated in schedule district and site parent meetings and all other engagement events. In 25-26, 51% of parents reported on the CHKS family survey that school is a safe place for their child. 55% of parents report being involved in school.	various parent committees (DAC, DELAC, SSC, etc.) by 15%. Increase by 3% on CHKS family survey question on whether their child's school is a safe place for them, and increase the number of parents who report being involved with school on CHKS survey by 10%.	reflected in +11,000 parents attending events districtwide. 0% increase in percent of parents reporting that school is a safe place for their child. -1% decrease in parents reporting being involved in school.
2.4	Student SEL Survey	In Spring 2023-24, for Positive Feelings, 3rd-5th grade students scored 67% favorably (40th-59th percentile); for Supportive Relationships, 3rd-5th graders scored 87% favorably (40th-59th	In Spring 2024-2025, for Positive Feelings, 3rd-5th grade students scored 64% favorably (20th-39th percentile); for Supportive Relationships, 3rd-	In Spring 2025-2026, for Positive Feelings, 3rd-5th grade students scored 65% favorably (50th percentile); for Supportive Relationships, 3rd-	By end of 26-27, for Positive Feelings, 3rd-5th grade students will score 71% favorably (40th-59th percentile); for Supportive Relationships, 3rd-	3rd - 5th grade -2% decrease in Positive Feelings, -1% increase in Supportive Relationships 6th-8th grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		percentile); Supportive relationships for 6th-8th at 78% favorable (20th-39th percentile); Positive Feelings for 6th-8th graders were 54% favorable (40th-59th percentile)	5th graders scored 86% favorably (20th-39th percentile); Supportive Relationships for 6th-8th grade at 81% (40th-59th percentile); Positive Feelings for 6th-8th graders were 57% favorable (40th-59th percentile)	5th graders scored 88% favorably (70th percentile); for Positive Feelings, 6th-8th grade students scored 61% favorably (40th percentile); for Supportive Relationships, 6th-8th grade students scored 80% favorably (30th percentile).	5th graders will score 90% favorably (60th-79th percentile); Supportive relationships for 6th-8th at 81% favorable (40th - 59th percentile); Positive Feelings for 6th-8th graders will be 61% favorable (40th-59th percentile)	+2% increase in Supportive Relationships +7% increase in Positive Feelings
2.5	California Healthy Kids Survey	CHKS 22-23 elementary averages: School Connectedness 64%, Caring Relationships 63%, High Expectations 82%, Meaningful Participation 37%, Perceived School Safety 63% Baseline established in Year 1 Outcome for staff safety survey	CHKS 24-25 elementary averages: School Connectedness 70%, Caring Relationships 80%, High Expectations 83%, Meaningful Participation 42%, Perceived School Safety 75% Baseline: 42% of staff responded favorably on safety for the district staff SEL survey	CHKS 25-26 elementary averages: School Connectedness 66.5%, Caring Relationships 65.5%, High Expectations 80.5%, Meaningful participation 41%, Perceived School Safety 72.5% 41% of staff responded favorably on safety for the district staff SEL survey	CHKS 26-27 elementary averages: School Connectedness 70%, Caring Relationships 67%, High Expectations 86%, Meaningful Participation 41%, Perceived School Safety 70% Increase staff sense of safety and school connectedness by 10% based on district staff survey.	Connectedness +6% Caring Relationships +3.5% High Expectations -1.5% Meaningful Participation +4% Perceived School Safety +9.5% Staff sense of safety -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Enrollment	As of May 2024, the district has 3,254 students enrolled	As of April 2025, the district has 3,211 students enrolled	As of May 2026, the district has 3,091 students enrolled.	By end of 26-27, the district will have 3500 students enrolled.	-163 decrease in students from baseline
2.7	School Attendance Rates	As of May 2024, the average ADA for 2324 was 91.76%	As of April 2025, the average ADA for 24-25 was 92.46%	As of May 2025, the average ADA for 25-26 was 93.24%	By end of 26-27, the average ADA for the 2627 SY will be 94% or higher.	+1.48% increase in attendance
2.8	Middle School Dropout Rates	0%	0%	0%	Middle school dropout rate will continue at 0%.	Maintained 0%

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.

Our SEL and Restorative Practices tiered programming action, 2.1, demonstrated some challenges and successes with implementation. Specifically, the successes of implementation were having each social worker co-teach an SEL lesson with all general education teachers across the district during the first 90 days of school for a second year in a row. Another success is the Conscious Discipline rollout this year, which is a model that teaches Social Emotional Learning competencies through a brain state model. The Conscious Discipline rollout and training was extended to not only certificated staff, but also to all classified staff who work with students. This is the first time we had a district-wide training initiative that included all instructional classified staff as well. This was a major success in our implementation plan of expanding our tier one SEL-Mental Health programming. In addition, our district Social Worker conducted walk-through's at each of our sites with the site principal to review their SEL curriculum implementation, as the consistent implementation of SEL curriculum was an area of concern last year. As a result of these walk-through's, our reports of consistent use and implementation of our Second Step curriculum has increased significantly. An area of need is we need to carefully integrate how the SEL Curriculum and Conscious Discipline framework will look at the classroom and site level, and we need to develop more coaching and resources to support ongoing implementation. Another area of need is that we did see a drop in our 6th-8th grade student SEL survey scores in multiple areas between fall and spring, with some growth when comparing spring from last year to this spring. However, the 6th-8th grade group of students are consistently in much lower percentile groups in many areas of the SEL survey when compared to national data.

Our PBIS action, 2.2, demonstrated some challenges and successes with implementation. Specifically, there were major successes with developing and implementing major updates to our Positive Behavior & Discipline policies. First, we drafted and implemented a completed updated LGSD Positive Behavior & Discipline Matrix, which outlined both the disciplinary and instructional responses to all behavior infractions. This was a shift from having site-based policies, to now having a district-wide policy. Second, we implemented a district-wide Top

3 Student Behaviors, which were collaboratively developed and implemented across the district. This included creating an implementation tracking tool and procedure, which we called our "Common Assurance Tool", which helped us track the fidelity of use of our Top 3 Student Behaviors. Implementation data showed very strong alignment and implementation of the Top 3 Behaviors. These structures were met with strong success, as we also celebrated major drops in our suspension rates for the district compared to the 24-25 school year (currently at 1.76%, compared to 4.2%). An area of need is that we saw two of our elementary sites have a slight increase in their suspension rates from the 24-25 year to this year, and the foster youth and homeless percentages increased from the prior year.

Our Cultural Celebrations, Events and Learning action, 2.3, demonstrated improvement to the challenges of years prior and we noted success in the implementation of onboarding diverse representation of families and staff to support community engagement across the system. The family engagements and cultural diversity efforts continue to be a highlight in Lemon Grove School District. Implementation of our cultural and diversity experiences as reported by families during family focus groups, particularly with our site based engagements such as the Black History Celebration, and our District's Annual Multicultural Fair and Family Day. The Black History Celebration and the Multicultural Fair hosted over 2,500 community members and guests. In addition, sites continue to host and engage diverse families in unique multicultural experiences.

Our Student Leadership and Interests action, 2.4, included core expanded learning enrichment pathways offered in STEM, music, chess, dance, and sports. These programs were engineered to move students from initial exposure to tangible expertise, where students practiced mathematical and auditory development, strategic reasoning, inquiry-based problem solving, physical discipline and teamwork, as well as development of confidence and agency. Partnerships with ATHLEAD supporting districtwide athletics, through the Expanded Learning Program are students voice and choice in action. A continued area of growth is the need to better expand student focus groups to consistently implement regular opportunities for meaningful student feedback and input in school programming and the decision-making processes. Students report wanting more voice in what they learn and experience. Overall, we believe the enrichment and leadership activities have contributed to the increase of 2.5% on the CHKS survey results for School Connectedness.

Our Parent and Family Engagement action, 2.5, continues to celebrate success while addressing the natural challenges of quick growth and change. Lemon Grove School District’s notable successes are site-led family workshops and affinity group convenings. Site based engagements like "Lunch with a Loved One", continue to be popular engagements that serve dual purpose and intentionality. LGSD’s site based family resource centers and the efforts of Family and Community Engagement Liaison’s continue to be bright spots in implementation at each school site, with adequate furniture, resources, and staffing to support family needs. Using the wraparound approach of community schools coined as “The way we do school in LGSD,” Social Workers are the conduit for successful intervention and support. LGSD Social Workers meet student and family needs through one to one check-ins and targeted intervention with UPP identified students and families. Lemon Grove Academy Middle is now seeing positive change implementing consistent family communication and regular family engagements under Principal leadership and the onboarding of a new FACE Liaison.

Our Community Schools: Basic Needs action, 2.6, demonstrated some challenges and successes with implementation. Four schools are in year three of implementation and one school is in year two. Lemon Grove Academy Elementary (LGAE) shows strong staff support in meeting the needs of students and families - it shows in the way some of their parents show up to support food distributions, morning valet, and family events. An area of improvement is engaging more families of diverse backgrounds. All LGSD sites continue to operate Family Resource Stores, providing basic needs, supplies, and clothing to unduplicated families and students in need who share low-income, housing insecure, or are foster families. Our Monterey Heights STEAM Academy successfully runs a laundry room and has opened the space for

Liaison's to refer additional families within the district, available to families to use at no cost. Lastly, the needs and asset process continues to expand through focus groups, empathy interviews, listening sessions, and site based surveys. To highlight another bright spot, San Altos Elementary broke the ceiling by receiving over 75% of family responses for the NAA feedback survey.

Our Crisis Response and Safety Practices action, 2.7, demonstrated some challenges and successes with implementation. We had a successful implementation of our ALICE (active shooter) trainer-of-trainers certification for 13 district staff members, who are now certified to lead ALICE training for our district in years to come. We continue to have a successful implementation of continued CSTAG-based threat assessment training and implementation. In addition, we had a successful implementation of continued SafetyCare certification training (de-escalation and physical management training) for all staff who are crisis team members. The challenge of implementation continues to be when new staff are hired and require certification after the training dates have ended, and the gap in their training.

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

Action 2.1 We had +27.82% increase in spending due to newly allocated funds from the School Based Mental Health grant
Action 2.5 We had a -14.65% decrease in planned spending due to vacancy savings/salary & health & welfare adjustments for FACE Liaisons funded out of Title I. Title I dollars did not decrease. The expenses were reallocated in Title I to a different goal/action - namely, Action 1.6.
Action 2.6 We had a -11.65% decrease due to anticipated CCSPP Funds carryover.
Action 2.7 We had a -46.73% decrease in planned spending due to delays in contract processing for major safety purchases, including an emergency response interface that will cover a large portion of this unspent amount.

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

Our SEL and Restorative Practices tiered programming action, 2.1, had effectiveness in making positive impacts with student successes for those who received tier 2 and tier 3 SEL interventions, as measured by the intervention data in Panorama. The Conscious Discipline training for classified staff provided effective opportunities for staff to gain important skills with supporting student needs, and classified staff appreciated being included. In particular, this training for ELP and playground supervision staff provided drops in referrals during those times. The effectiveness of these services have resulted in strengths for 3rd-5th graders in their Student SEL Survey, as well as attendance data for these grade levels. The services have mixed effectiveness for the upper grades and middle schoolers, as there are minor declines in the Student SEL Survey when compared to last year, along with some minor increases. However, our 6th-8th graders remain much lower on their SEL and CHKS surveys for adult-student relationships, connectedness and safety.

Our PBIS action, 2.2, had strong effectiveness in the updated Positive Behavior & Discipline structures, which in particular included the updated district-wide "Positive Behavior & Discipline Matrix" and the "Top 3 Student Behaviors" for the district. These two structures were monitored for effectiveness and the data for implementation was reviewed in an ongoing basis. For the Matrix, our Student Services Coordinator conducted quarterly spot checks of discipline data to determine if our discipline documentation was in alignment with our updated policy. She would meet with the site administrators to review the spot check data and provide coaching and feedback based on their data. For the Top 3 Student Behaviors, the team developed a "Common Assurance Tool" that provided data on how well the Top 3 Student Behaviors were followed and reinforced. All site staff could take this data, and site leaders shared data results with site staff to discuss, celebrate wins and troubleshoot gaps. Both sources of data demonstrate clear alignment to policy and strong implementation across all 8

sites. In addition, all sites and teams continue to have ongoing, thorough behavior data tracking and intervention plan entry into Panorama, as well as aligned and accurate discipline data being entered into Infinite Campus. Suspension data for the district has dropped by 2%, showing that these structures are having an effective approach to handling student behaviors. However, suspension data did increase at two of our elementary sites between last year and this year, and the district did have increases for our foster youth and homeless youth in terms of suspension.

Our Cultural Celebrations, Events and Learning action, 2.3, was extremely effective. We had high engagement in community building, offering over 137 districtwide events. This active engagement calendar resulted in a significant volume of parent participation, totaling an estimated count of 13,090 recorded instances of participant engagement. This high number suggests that the district has been successful in creating multiple "touchpoints" for families, ensuring that the school environment remains an accessible and integrated part of the community's social fabric. Central to this success were high-impact cultural celebrations, specifically the Black History Celebration and the Multicultural Fair & Family Day, which drew 1,200 and 1,400 participants, respectively. These events underscore a strong district-wide commitment to diversity and inclusion, effectively leveraging cultural representation to drive high attendance and foster a sense of belonging among a broad cross-section of families.

Our Student Leadership and Interests action, 2.4, was supported through a multi-layered feedback system that ensures youth voice directly influences program design. Students completed annual surveys that captured their voices regarding program satisfaction and ideas for improvement. This data was reviewed by leadership teams to ensure that program pivots are rooted in student-identified needs. At the site level, this was complemented by regular "choice-based" feedback cycles, where students weighed in on preferred clubs, activities, and long-term projects. This consistent dialogue fostered a sense of ownership and belonging, as students see their preferences reflected in the daily schedule.

Our Parent and Family Engagement action, 2.5, was overall highly effective with the number of school site family events, and the use of the family resource store. However, we did receive feedback on the challenges with communication through Class Dojo. Furthermore, the district has maintained a focus on governance through consistent Committee and Council representation, ensuring that parent voices are integrated into formal decision-making processes. We increased the number of parents participating in events from 1800 at baseline to over 13,000. That is exceptional! With over 75% UPP families, that is a significant increase in participation. However, a gap exists in prioritizing the removal of systemic barriers such as childcare during district and site meetings.

Our Community Schools: Basic Needs action, 2.6, was overall highly effective.

Our Crisis Response and Safety Practices action, 2.7, was highly effective with the implementation of the ALICE and CSTAG training, and the SafetyCare certification training. The feedback is on how to improve feedback on how well site teams are following the protocols from these trainings. Students report strong growth on the CHKS survey with perceived sense of safety, with a growth of 9.5%, but there was a drop in student perceived safety on the CHKS between last year and this year. AP's implemented a training protocol for classified staff who provide supervision at recess and lunch, where staff lead structured play activities. This has resulted in dramatic drops for physical fight incidents during recess and lunch.

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.

We plan to develop a pilot "alternatives to suspension" program in consultation with Collaborative Learning Solutions that is specific to our elementary school setting, to support our sites that are seeing an increase in suspendable offenses and overall suspension rates. We will conduct a site-based data dive to determine the training and coaching plan with Conscious Discipline for 26-27, in order to meet the student and staff needs for SEL, PBIS and Discipline. We have used our newly established Safety Working Group to identify long-term safety projects and goals, and we will leverage our Discipline-Safety committee with our teacher union to address staff feelings of safety.

The educational partner input for many actions has been updated based on new information from the current year.

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	Student Social Emotional Learning (SEL) & Mental Health	All students universally receive Social Emotional Learning and Restorative Practices as part of our Tier One Social-Emotional and Mental Health (SE-MH) MTSS district programming. This 25-26 school year, we also launched our Conscious Discipline training for all staff across the district, which provides training on managing brain states using social emotional competencies. For Tier One SEL: Teachers implement an effective, authentic SEL program across all schools for each student. District leadership implements training for teachers on implementing effective SEL curriculum, as well as effective SEL throughout the instructional day. The Social Worker on Special Assignment supports SEL curriculum adoption, training and SEL coaching for site social workers, teachers, classified staff and site leadership. At least one social worker is assigned to every site, and they support the SEL program as well. The district will purchase and update appropriate SEL curriculum program for each school, including training for curriculum. SEL programs create more inclusive, safe places to learn, and specifically address needs of special populations such as LGBTQ+ youth, or youth who have experienced trauma. Through an effective, authentic SEL program implemented in every class in the district, teachers and students alike will enrich their own SEL skills which will increase student engagement and successful learning in the classroom, particularly for unduplicated student populations.	$62,486.00	No

Action #	Title	Description	Total Funds	Contributing
		We will purchase materials to support social-emotional learning, i.e., Second Step, Restorative Justice, Panorama, and create opportunities for staff to strengthen strategies that are sensitive to students who may have experienced trauma and which supports the health, healing, resilience, and well-being of these students. In addition, the district will continue to implement the Panorama Education Student SEL Survey for a fall and spring administration, and also utilize the Student Success Dashboard for the whole child data tracking and MTSS intervention data. For Tier One & Tier Two Restorative Practices: each social worker and site administrator is a certified trainer of trainer in Restorative Practices (RP), and is charged with coaching and supporting Restorative Practices across their school site. This includes training staff during site PD's, assigning coaching time for teachers on how to leverage Restorative Practices in their classroom, as well as training classified staff who supervise students during recess and lunch. Strategies include how to use affective language, how to run a restorative circle, and how to leverage restorative practices for tier 1 and 2 behavior infractions or student conflicts. In addition to these Tier One and Two supports, the district leverages multiple resources to support students with intensive social emotional/mental health needs through options such as: 1. Individual counseling services provided by our school social workers; 2. Referral to a local therapy center that the district contracts with to provide therapy to students and/or their families on our campuses; 3. Offering Care Solace referrals which support students, families and staff members to get therapy or counseling that meets their needs; 4. Providing responsive support through our Safety Care trained Student Crisis Teams that are on each site, and providing proactive, wraparound support for students who have experienced a mental health crisis through developing and implementing a Student Crisis Plan, which utilizes Safety Care methods for de-escalation and safety.		

Action #	Title	Description	Total Funds	Contributing
		For unduplicated pupils, in particular homeless students, foster youth and low-income students, and foster youth, the data demonstrates that these students may experience a higher level of adverse childhood experiences (ACE). These experiences mean that the students may require a trauma-informed learning environment, social-emotional instruction and varied levels of mental health services in order to meet their highest level of potential in the educational setting. Therefore, this action will explicitly target our unduplicated pupil student groups. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information): Parent/Family feedback: *Continue strong sense of belonging and connection across schools *Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building *Appreciate caring, welcoming and hardworking staff *Concerned regarding student behavior challenges and inconsistent discipline systems --Want clearer, more consistent approaches to bullying, unsafe behavior, accountability, and behavioral consequences across sites --Disruptive behaviors are negatively affecting learning, safety, and staff well-being *Want more mental health, special education, and classroom support services for students with high needs *Attendance and absenteeism emerged as major concerns for both students and family engagement *Middle school families expressed concerns about student engagement, agency, inclusivity, and communication, noting students sometimes feel judged or disconnected. *Want improved communication from administration, including more visibility, timely updates, and stronger relationships with families. Staff feedback: *Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building		

Action #	Title	Description	Total Funds	Contributing
		*Want more mental health, special education, and classroom support services for students with high needs *Attendance and absenteeism emerged as major concerns for both students and family engagement *Concerned with shortages of substitutes, support staff, and classroom assistance as ongoing challenges that increase stress and reduce instructional quality. *Ensure strong site leadership at all schools --Would like full time APs --Limit time admin is off-campus *Continue collaborative school culture Student feedback: Relationships & Belonging *Students highly value positive relationships with trusted adults who listen, show care, and provide consistent support *Some students experience social exclusion, being ignored by peers, or feeling left out during activities Student Voice & Empowerment *Mixed responses about having a voice in learning, with frustration when feedback isn't acknowledged or doesn't lead to visible changes *Students want equitable participation, respect to be reciprocal, and fairness in discipline and opportunities *Students want to develop practical life skills, entrepreneurship, and leadership abilities *Desire to be kind, respectful, responsible, successful, and helpful people with strong social-emotional competencies School Climate & Safety *Concerns about bullying, exclusion, disrespect, racism, and microaggressions among peers *Inconsistent adult responsiveness—some staff are very supportive while others ignore or dismiss students *Students lose trust when adults don't follow through on commitments or address concerns promptly *Students value feeling emotionally and physically safe, with requests for calm-down spaces, mental health supports, and more staff supervision		

Action #	Title	Description	Total Funds	Contributing
		*Appreciation for school events, spirit days, and assemblies; interest in student leadership roles and meaningful participation		
2.2	Positive Behavior Intervention Systems (PBIS)	Implement a strong Positive Behavior Intervention Systems (PBIS) across the district for all students, staff and leaders. Utilize Panorama Education for tracking and monitoring behavior data and interventions; including the intervention and behavior tracking feature in Panorama that allows for quick and easy data review. Provide training for all staff around how PBIS specifically supports students with disabilities, including specific behavior needs of eligibilities such as Autism, ADHD and ED. Through implementation of PBIS, students will spend more time in the classroom learning, and leaders and teachers will spend less time on discipline matters. This will result in more focus and time on the academic curriculum to increase academic results for students, and decrease suspensions. It will also result in better relationships between staff and students, which we hope will decrease chronic absenteeism and increase enrollment, particularly for our unduplicated students. Adding a school psychologist role for increased on-site support around students with IEP's and their Behavior Intervention Plans, and adding a district Behavior Intervention Program Manager to build high quality programming for Tier One, Tier Two, Tier Three and Special Education behavior interventions and programming. Roll out a focus on positive behavior and discipline across the whole district with training for classified & certificated staff, and the instructional leadership team. The district also collaboratively developed a "Positive Behavior & Discipline Matrix" document that replaced our former "Community Expectations" document, where more specific guidance will be documented around specific disciplinary Ed Code violations and the corresponding positive skill-building intervention, and appropriate disciplinary consequence for the 1st, 2nd and 3rd offense. This was developed for implementation in 25-26. In addition, the district developed and implemented a Top 3 Student Behaviors that was implemented across all sites, where the same three expectations for student behavior are named and enforced across all	$427,804.00	Yes

Action #	Title	Description	Total Funds	Contributing
		schools (e.g. "Safe hands and feet"). This was launched and implemented in 25-26. Training staff in our district's Tier One PBIS strategies resource guide, called "PATCH", which stands for: -Positive Reinforcement & Relationships -Attuning to Student's Status -Teach, Model and Practice Expectations -Consistent Rules and Rituals -Highly engaging instruction The district will also use our Panorama Education Student Success Dashboard for tracking tiered behavior interventions for students who require tier 2 and 3 interventions. The district will administer the CHKS survey not only with students but also with families in order to gain data around parents' sense of safety and school connectedness. In addition, the district will administer an SEL survey with staff that includes questions on teachers' sense of safety and school connectedness. By building staff capacity to support students' behavioral and emotional needs, this action aims to improve school connectedness, reduce absenteeism, and promote academic readiness—particularly for our most vulnerable students. This action supports students' long-term academic planning and success by removing barriers to learning and fostering the conditions necessary for sustained engagement and achievement. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information): Parent/Family feedback: *Continue strong sense of belonging and connection across schools *Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building *Appreciate caring, welcoming and hardworking staff		

Action #	Title	Description	Total Funds	Contributing
		*Concerned regarding student behavior challenges and inconsistent discipline systems --Want clearer, more consistent approaches to bullying, unsafe behavior, accountability, and behavioral consequences across sites --Disruptive behaviors are negatively affecting learning, safety, and staff well-being *Want more mental health, special education, and classroom support services for students with high needs *Attendance and absenteeism emerged as major concerns for both students and family engagement *Middle school families expressed concerns about student engagement, agency, inclusivity, and communication, noting students sometimes feel judged or disconnected. *Want improved communication from administration, including more visibility, timely updates, and stronger relationships with families. Staff feedback: *Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building *Want more mental health, special education, and classroom support services for students with high needs *Attendance and absenteeism emerged as major concerns for both students and family engagement *Concerned with shortages of substitutes, support staff, and classroom assistance as ongoing challenges that increase stress and reduce instructional quality. *Ensure strong site leadership at all schools --Would like full time APs --Limit time admin is off-campus *Continue collaborative school culture Student feedback: Relationships & Belonging *Students highly value positive relationships with trusted adults who listen, show care, and provide consistent support *Some students experience social exclusion, being ignored by peers, or feeling left out during activities		

Action #	Title	Description	Total Funds	Contributing
		Student Voice & Empowerment *Mixed responses about having a voice in learning, with frustration when feedback isn't acknowledged or doesn't lead to visible changes *Students want equitable participation, respect to be reciprocal, and fairness in discipline and opportunities *Students want to develop practical life skills, entrepreneurship, and leadership abilities *Desire to be kind, respectful, responsible, successful, and helpful people with strong social-emotional competencies School Climate & Safety *Concerns about bullying, exclusion, disrespect, racism, and microaggressions among peers *Inconsistent adult responsiveness—some staff are very supportive while others ignore or dismiss students *Students lose trust when adults don't follow through on commitments or address concerns promptly *Students value feeling emotionally and physically safe, with requests for calm-down spaces, mental health supports, and more staff supervision *Appreciation for school events, spirit days, and assemblies; interest in student leadership roles and meaningful participation		
2.3	Cultural Celebrations, Events and Learning	Celebrating culture and identity with school events, family engagement and instructional practices; ensuring representation from the many various cultures and languages within the school district. Provide translation for the many languages represented in school district. Through hosting and celebrating our students' and families' cultures, we are increasing engagement with our students and families and building a safe space for them to learn. This will result in better learning and collaboration with families. Parents will participate in MLL programs, including collaborative oversight, through school site ELAC teams and the district DELAC committee. Title I Parent Involvement Policies include how parents are invited and encouraged to participate in oversight of Title I programs, specifically supporting low-income students.	$48,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will meet individually with all families who have a foster student to not only curate an individualized support plan for the family and student, but also to request ideas and feedback on various programs that are most supportive to their family. The special education department will continue the “Special Education Board Advisory Committee” to meet on a quarterly basis in order to build a collaborative vision of special education at Lemon Grove. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information including numbering below): Parent/Family feedback: *Continue strong sense of belonging and connection across schools *Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building *Appreciate caring, welcoming and hardworking staff *Appreciate communication tools & outreach such as Class Dojo, family events, PTA involvement and coffee with admin *Want more mental health, special education, and classroom support services for students with high needs *Attendance and absenteeism emerged as major concerns for both students and family engagement *Families want more meaningful opportunities for parent involvement, volunteering, leadership, and participation in decision-making and IEP processes. *Middle school families expressed concerns about student engagement, agency, inclusivity, and communication, noting students sometimes feel judged or disconnected. *Want improved communication from administration, including more visibility, timely updates, and stronger relationships with families. Staff feedback: *Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building *Continue collaborative school culture		

Action #	Title	Description	Total Funds	Contributing
		Student feedback: Relationships & Belonging *Students highly value positive relationships with trusted adults who listen, show care, and provide consistent support *Some students experience social exclusion, being ignored by peers, or feeling left out during activities Student Voice & Empowerment *Students want equitable participation, respect to be reciprocal, and fairness in discipline and opportunities *Students want to develop practical life skills, entrepreneurship, and leadership abilities *Desire to be kind, respectful, responsible, successful, and helpful people with strong social-emotional competencies Enrichment & Activities *Strong interest in more clubs, after-school programs, sports teams, STEM, arts, and career exploration *Desire for life skills classes (financial literacy, cooking, trades) and more physical activity opportunities Cultural Awareness & Diversity *Universal agreement (100%) that learning about different cultures is important for building empathy, reducing bullying, and making connections *Interest in learning multiple languages and understanding global perspectives School Climate & Safety *Concerns about bullying, exclusion, disrespect, racism, and microaggressions among peers *Inconsistent adult responsiveness—some staff are very supportive while others ignore or dismiss students *Students lose trust when adults don't follow through on commitments or address concerns promptly *Students value feeling emotionally and physically safe, with requests for calm-down spaces, mental health supports, and more staff supervision		

Action #	Title	Description	Total Funds	Contributing
2.4	Student Leadership and Interests	This action is for creating opportunities for student leadership at school sites, and integrating student voice into instructional planning and student services. It is also meant to build activities into the full school day that are highly engaging for students and based on their interests, including field trips, opportunities for hands-on learning, and exciting after school clubs and activities such as sports and arts/music. Through building student leadership and self-advocacy within the education setting, we are setting students up to take ownership of their learning, as well as advocate for what type of learning experiences are most beneficial to them. The district hopes for this to have a positive impact on students' engagement and overall learning and social-emotional growth, by having students lead elements of instruction as well as provide feedback on the most engaging learning environment possible. This process will take special consideration for unduplicated student populations, and through effectively building their leadership, these students will have more agency and success in the academic setting. The district's Community Schools model builds upon bringing in local agencies to support our families and students in various ways, including student leadership and interests. Seven of eight campuses contract with Manhood ABC and Girls on the Run to provide enrichment opportunity to our students in the form of mentorship and character building, and four of our school sites have a Safe Schools Ambassadors program that teaches students who to lead their peers with positive relationships and culture at their school site. Our middle school contracts with TranscenDANCE to provide not only dance instruction, but dance that is focused on embracing one's identity and finding one's voice. At San Miguel Elementary, the Leader in Me program focuses deeply on student leadership, and the school culture from top to bottom integrates the practices of students as leaders, as best demonstrated through their "Leadership Day" every year. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information): Parent/Family feedback:	$5,905,520.00	No

Action #	Title	Description	Total Funds	Contributing
		*Continue expanding extracurricular opportunities including sports, music, tutoring, and club *Want more mental health, special education, and classroom support services for students with high needs *Middle school families expressed concerns about student engagement, agency, inclusivity, and communication, noting students sometimes feel judged or disconnected. Staff feedback: *Want more mental health, special education, and classroom support services for students with high needs Student feedback: Student Voice & Empowerment *Mixed responses about having a voice in learning, with frustration when feedback isn't acknowledged or doesn't lead to visible changes *Students want equitable participation, respect to be reciprocal, and fairness in discipline and opportunities *Students want to develop practical life skills, entrepreneurship, and leadership abilities *Desire to be kind, respectful, responsible, successful, and helpful people with strong social-emotional competencies Learning & Instruction *Students learn best through hands-on activities, demonstrations, visual aids, and collaborative work *Requests for more time for help, quieter learning environments, and more challenging/real-world learning opportunities *Mixed perspectives on phone policies; interest in more technology integration and digital learning tools		
2.5	Parent and Family Engagement	Continuing to support a Parent and Family Engagement Center at every school site with furniture, technology, parent library, and various family resources; providing a parent volunteer coordinator for every school site. Through a robust family engagement plan that includes a space for families to learn, collaborate and engage with the school and its whole child programming, students will receive support in the home from their	$165,958.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents, which will support their academic and social emotional growth. In particular, we wish to focus efforts on families of unduplicated student populations, in order to create higher engagement with those families and ultimately higher academic outcomes for those students. The goal for 24-25 is to have every school site host monthly parent and family engagement events, and to have parents & guardians regularly come to the parent center to volunteer, collaborate or attend parent events/classes. Lemon Grove School District will promote parent participation for unduplicated students in multiple ways. For parents/guardians of homeless students and foster youth, our social workers will arrange one to one check-in's at the beginning of the year to discuss the various supports & resources available, as well as ask about how our district can best support their child's success at school. The social worker will also review the various opportunities at the site to participate as a parent/guardian that would work with their individual circumstances. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information): Parent/Family feedback: *Continue strong sense of belonging and connection across schools *Appreciate caring, welcoming and hardworking staff *Appreciate communication tools & outreach such as Class Dojo, family events, PTA involvement and coffee with admin *Appreciate food pantries, clothing support & family resources *Families want more meaningful opportunities for parent involvement, volunteering, leadership, and participation in decision-making and IEP processes. *Want improved communication from administration, including more visibility, timely updates, and stronger relationships with families. Staff Feedback: *Continue collaborative school culture		

Action #	Title	Description	Total Funds	Contributing
		Student feedback: Relationships & Belonging *Students highly value positive relationships with trusted adults who listen, show care, and provide consistent support		
2.6	Community Schools: Basic Needs	Lemon Grove School District is dedicated for all schools to adopt a community schools model, where our schools can become a hub of support to our students and families in holistic ways beyond the classroom. We want our classrooms to be enriched with highly engaging lessons and rigorous instruction that is supported through a myriad of services that address the needs of our community, so our students can reach their fullest potential. We also commit to having a Family Resource Store at each school site, where basic needs supplies are available to all of our families who need them; items include: shelf stable food, clothing, hygiene kits, cleaning supplies, shoes, school supplies, etc. This Resource Store is in particular made for our housing insecure students and families, our foster youth and low-income families, and ultimately is a support to reduce any basic needs barrier our students and families may be experiencing when it comes to success with school. In addition, we have a special focus on our housing insecure students and families, of which we have over 200. We offer bus passes, gift cards for groceries or gas, or even a hotel stay for up to 5 days for displaced families due to homelessness. Five of our eight sites have been awarded the California Community Schools Partnership Program (CCSPP) grant. Each school site engages in its own specialized plan to build out its community framework for its students, staff, families and community members. In particular, each site has additional leadership with an expanded Assistant Principal position to support the integrated framework, collaborative leadership, parent/family engagement and ELP program at their sites. This includes overseeing training, building resources, engaging in ongoing collaboration and feedback from stakeholders, and communication on the work the school is doing for community resources.	$1,959,245.00	No

Action #	Title	Description	Total Funds	Contributing
		ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information including numbering below): Parent/Family feedback: *Continue strong sense of belonging and connection across schools *Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building *Appreciate caring, welcoming and hardworking staff *Appreciate communication tools & outreach such as Class Dojo, family events, PTA involvement and coffee with admin *Appreciate food pantries, clothing support & family resources *Want more mental health, special education, and classroom support services for students with high needs *Attendance and absenteeism emerged as major concerns for both students and family engagement *Families want more meaningful opportunities for parent involvement, volunteering, leadership, and participation in decision-making and IEP processes. *Middle school families expressed concerns about student engagement, agency, inclusivity, and communication, noting students sometimes feel judged or disconnected. *Want improved communication from administration, including more visibility, timely updates, and stronger relationships with families. Staff feedback: *Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building *Continue collaborative school culture *Want more planning time Student feedback: Enrichment & Activities *Strong interest in more clubs, after-school programs, sports teams, STEM, arts, and career exploration *Desire for life skills classes (financial literacy, cooking, trades) and more physical activity opportunities		

Action #	Title	Description	Total Funds	Contributing
2.7	Crisis Response and Safety Practices	The district will provide crisis prevention training to staff members, currently Safety Care training, at every school site who serve as the student crisis team members. The district has certified trainers in our student services department who run training for our crisis team members, as well as our staff who support special education programs that support students with intensive behavioral needs. The district will increase safety, de-escalation and PBIS training for classified staff who supervise recess and lunch, in order to create a safer learning environment both in and out of classroom. This certification process will ensure that every school site has a trained team to support with crisis events at the school site, and utilizes a trauma-sensitive mindset to prevent escalation of student crisis. This will particularly support our students experiencing mental health needs, behavior needs or who have experienced trauma, and ensure that they are adequately supported in the school site with those needs. In particular, our unduplicated student population will benefit from having a robust crisis response planning to ensure they feel safe at school and therefore will learn more successfully. In addition, the district will train all school administrators on threat assessment practices, using the Comprehensive School Threat Assessment Guide (CSTAG) through Navigate 360. The district will also provide active intruder training to all school administrators through Navigate 360, called the ALICE training. These key certifications and training to our leaders and specialized staff members maintain an environment that is highly focused on best practices for proactive safety and response in all different situations, as safety for our students, staff and community is of the highest priority. Lastly, the district conducted a Risk Assessment audit at the end of the 23-24 school year in order to build out planning and action steps for expanding on safety practices in the outgoing years.	$521,746.00	No

Action #	Title	Description	Total Funds	Contributing
		ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information): Parent/Family feedback: *Concerned regarding student behavior challenges and inconsistent discipline systems --Want clearer, more consistent approaches to bullying, unsafe behavior, accountability, and behavioral consequences across sites --Disruptive behaviors are negatively affecting learning, safety, and staff well-being *Want more mental health, special education, and classroom support services for students with high needs *Want improved communication from administration, including more visibility, timely updates, and stronger relationships with families Staff feedback: *Continue the emphasis on social-emotional learning, Conscious Discipline and relationship-building *Want more mental health, special education, and classroom support services for students with high needs *Ensure strong site leadership at all schools --Would like full time APs --Limit time admin is off-campus Student feedback: Relationships & Belonging *Students highly value positive relationships with trusted adults who listen, show care, and provide consistent support *Some students experience social exclusion, being ignored by peers, or feeling left out during activities School Climate & Safety *Concerns about bullying, exclusion, disrespect, racism, and microaggressions among peers *Inconsistent adult responsiveness—some staff are very supportive while others ignore or dismiss students		

Action #	Title	Description	Total Funds	Contributing
		*Students lose trust when adults don't follow through on commitments or address concerns promptly *Students value feeling emotionally and physically safe, with requests for calm-down spaces, mental health supports, and more staff supervision *Appreciation for school events, spirit days, and assemblies; interest in student leadership roles and meaningful participation		
2.8	Stabilize Enrollment & Increase Attendance - NEW Action in the 25-26 School Year	Stabilizing enrollment and increasing attendance are critical priorities for the district because they directly impact funding, educational continuity, and student success. Stabilizing district enrollment at 3100 ensures predictable resources, allowing the district to plan effectively for staffing, programming, and facilities. Increasing student attendance to 94% is equally essential, as it is closely linked to academic achievement, social-emotional development, and long-term student outcomes. All related expenses for this action are included in above prior actions.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Fostering Operational Systems that Support Effective Schools The actions/services in Goal 3 address the following State priorities: Priority 1-Basic Services (School facilities are maintained in good repair)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 3 is putting operational systems of support in place to provide principals with the working conditions they need to improve teacher effectiveness and student performance in coordination with the other strategic goals and priorities. This goal is in alignment with LGSD Strategic Priority 4.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Master Facilities Plan	Update the Long-range (10year) Facilities Master Plan identifying high, medium, and low priority projects to be accomplished in the next 5 years according to the requirements within the Educational Specifications/Programs as well as enrollment forecasts.	Drafting Long-range Facilities Master Plan with goal of completion by Fall 2025	In 2025-26 Board approved the revised Facilities Master Plan, updating the District's prior 2021 plan to reflect current site needs, enrollment trends, operational priorities, and long-term capital improvement planning across all schools.	Updated and implemented the Long-range (10year) Facilities Master Plan identifying high, medium, and low priority projects to be accomplished in the next 5 years according to the requirements within the Educational Specifications/Pro	Accomplished Targeted Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					grams as well as enrollment forecasts.	
3.2	Improve Site FIT Ratings	Ensure all school sites rate "Good" on FIT assessment. Currently 4 sites (LGAE, MH, SA & ECEC rate "Good" while LGAM, MV, SM & VLMA rate "Fair")	Improved the Fair rating at LGAM and Mount Vernon to Good. We now have 5 schools with a "Good" rating. ECEC was not completed since the site was brand new and not required at this time.	In 2025-26 attained improved FIT ratings to "Good" districtwide and successfully passed the Williams facilities audit at both ECEC and VLMA. Continued addressing maintenance and facility improvement needs through targeted maintenance and capital improvement projects.	Ensure all school sites rate "Good" on FIT assessment.	Accomplished Targeted Outcome
3.3	Technology Plan	Update the District's Technology Plan as an essential element of the strategic plan to prepare students for the 21st century.	Reviewing internal district technology protocols and implementing changes as needed.	In 2025-26 Implemented Power BI dashboards to improve attendance and student data monitoring, upgraded district technology systems and backup protections, improved help	Updated and implemented the District's Technology Plan as an essential element of the strategic plan to prepare students for the 21st century.	In progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				desk response systems, and began districtwide infrastructure modernization projects including WiFi upgrades, server replacement, and phone system planning.		
3.4	Menu transition	60% of student meal options include fresh vegetables and fruits, freshly prepared meals, and exceed minimum USDA nutrition requirements whenever possible.	100% of students receive meals with fresh fruits and vegetables. 50% of meal options are freshly prepared.	In 2025-26 Increased freshly prepared meal options from 50% to 65%, maintaining 100% daily access to fresh fruits and vegetables. Introduced standardized scratch-cooking procedures, expanded produce procurement through local vendors, and completed staff training modules to support fresh-prep expansion. Held the District's first annual CNS Night Market to increase student and family engagement	80% of student meal options include fresh vegetables and fruits, freshly prepared meals, and exceed minimum USDA nutrition requirements whenever possible.	In progress. +5 percentage point increase in freshly prepared meal options (60% baseline to 65%). Maintained 100% daily access to fresh fruits and vegetables.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				around nutrition and healthy meal options.		
3.5	Student Engagement Survey on Menu Variety	Annually survey students on their satisfaction surrounding meal options and variety.	The annual survey was provided to students before spring break and received 1982 results, 989 of them online and 993 returned surveys, a total of 58.9% of our 3,363 enrolled students.	In 2025-26 Administered the annual student meal satisfaction survey districtwide to gather student voice and feedback regarding meal quality, variety, and healthy food preferences, with nearly 370 student responses collected.	Implement annual survey of students on their satisfaction surrounding meal options and variety.	Accomplished Targeted Outcome

Goal Analysis [2025-26]

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

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

Action 3.1 - Strategic Facilities Plan
During the 2025-26 school year, the District continued implementation of its long-range facilities planning efforts and operational improvement work across all school sites. A revised Facilities Master Plan was Board approved, updating the District's prior 2021 plan to better reflect current enrollment trends, educational priorities, operational needs, and long-term capital improvement planning. The District conducted site assessments, collaborated with architects and site leadership teams, and identified priority facility projects to support future student needs and campus modernization efforts.The District also made measurable progress in improving school facility conditions and operational compliance. Districtwide FIT ratings improved to "Good," and the District successfully passed the Williams facilities audit at both ECEC and VLMA. Ongoing maintenance, repair, and targeted capital improvement projects supported continued enhancement of learning environments across all schools.

Action 3.2 - Technology Systems
During the 2025-26 school year, the District continued modernization of instructional technology, operational systems, and infrastructure to support student learning and districtwide efficiency. For student learning and support, the District deployed touchscreen Chromebooks to all

K–2 and SDC classrooms, maintained device readiness for CAASPP testing, and provided on-site support during testing windows. Additional take-home devices were also provided to students in need to support equitable access to learning resources.The District expanded the use of Power BI dashboards to strengthen attendance monitoring and improve student data accuracy, supporting site-level decision-making and unduplicated pupil tracking. Internal technology systems and support procedures were also enhanced through improved help desk workflows, remote support tools, and standardized technology processes that increased response efficiency and communication. Infrastructure modernization efforts continued districtwide through Wi-Fi upgrades, replacement planning for aging servers, improved backup protection systems, and phone system modernization. The District also strengthened radio communication systems and maintained compliance with state and federal telecommunications requirements. Several infrastructure projects remain in progress and will continue into the following year as part of the District's broader Technology Plan implementation.

Action 3.3 - Nutritious Meals Options
During the 2025-26 school year, Child Nutrition Services continued expanding fresh-prepared meal offerings and scratch cooking practices across the District. The department increased freshly prepared meal options from 50% to 65% while maintaining daily access to fresh fruits and vegetables for all students. Menus were transitioned into a four-week cycle featuring multiple entrée options, including vegetarian selections and expanded scratch-cooked meals prepared from raw proteins, fresh vegetables, and house-made recipes. Production through the Central Kitchen supported consistency in food quality and meal preparation across all school sites while improving operational efficiency. The District also expanded produce procurement through local vendors, increased staff training to support fresh-prep meal expansion, and introduced additional fresh fruit and vegetable offerings to increase nutritional value and expose students to a wider variety of healthy foods. To further strengthen student and family engagement around nutrition and healthy meal choices, the District held its first annual CNS Night Market during the 2025-26 school year.

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

Action 3.3: The material difference of an increase of 14.19% between Budgeted Expenditures and Estimated Actual Expenditures is due to the District receiving E-Rate reimbursement funding for an infrastructure project.

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

Overall, the actions implemented during the 2025-26 school year effectively supported progress toward Goal 3 by strengthening operational systems, improving learning environments, modernizing technology infrastructure, and expanding student access to healthier meal options. The District made strong progress in facilities planning and site conditions through the adoption of an updated Facilities Master Plan and continued focus on maintenance and capital improvement priorities. Facility conditions improved districtwide, and audit outcomes reflected the impact of targeted operational efforts and continued investment in school sites. A list of completed projects include:

Lemon Grove Academy Elementary: Exterior painting of all buildings, New roof installation, Playground asphalt resurfaced
Lemon Grove Academy Middle: Playground asphalt resurfaced, New roof installation - Phase 1 & 2,
Mount Vernon Dual Immersion School: Exterior painting of all buildings, Basketball hoops refresh, New curb and gutter for storm drain, Exterior fencing addition, Playground asphalt resurfaced
Monterey Heights STEAM Academy: Exterior painting of all buildings, New roof installation, New HVAC for the MPR, Basketball hoops refresh

San Altos Elementary School: Storm drain field curb and gutter installation with new drains, Exterior painting of all buildings, repair and paint portable ramps, Ball wall repaired, Playground asphalt resurfaced
San Miguel Elementary School: Playground asphalt resurfaced, Staff parking lot construction - Phase 1, Storm drain field curb and gutter installation with new drains, Exterior painting of all buildings
Vista La Mesa Academy: Playground asphalt resurfaced, Principal office reconfigured and painted, Exterior painting of all buildings
Early Childhood Education Center Grand Opening and Monument sign

Technology-related actions improved both day-to-day operations and long-term system readiness. Expanded use of data dashboards and improved internal support systems increased efficiency, responsiveness, and access to information across departments and school sites. Infrastructure modernization efforts also advanced during the year, positioning the District to better support instructional technology, cybersecurity, and future operational needs.

Child Nutrition Services continued building capacity around scratch cooking, fresh-prepared meals, and student-centered menu options. Increased use of fresh ingredients, staff training, and centralized meal preparation supported greater consistency and improved nutritional quality across school sites. Student and family engagement opportunities also helped strengthen awareness and participation around healthy meal choices.The District also continued using student feedback to help inform menu planning and program improvements through the annual meal satisfaction survey process.

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 implementation progress and assessment of district needs during 2025-26, the District refined several actions within Goal 3 to better address facility conditions, technology infrastructure, and operational priorities. Changes included identifying specific facility improvement projects, prioritizing cybersecurity and communication system upgrades, and emphasizing staffing stability to support continued expansion of scratch cooking and fresh meal preparation efforts.

Action 3.1 - Strategic Facilities Plan
San Miguel Elementary School Roofing Project
Vista La Mesa Academy Roofing Project
Lemon Grove Academy Middle Roofing Project - Phase 3
Lemon Grove Academy Elementary Parking Lot Asphalt
San Altos Elementary School Parking Lot Asphalt
Monterey Heights STEAM Academy Parking Lot Asphalt
Monterey Heights STEAM Academy Lower Field Renovation
Monterey Heights STEAM Academy Upper Field Renovation
Early Childhood Education Center Traffic Flow Assessment

Action 3.2 - Technology Systems
Fully implement Multi Factor Authentication
Replace/update our current unsupported phone system

Complete upgrade unsupported bells and paging system Action 3.3 - Nutritious Meals Options Maintain consistent staffing to accomplish scratch cooking goals The educational partner input for many actions has been updated based on new information from the current year.

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	Strategic Facilities Plan	Strategic Facilities Planning includes 3 primary components: • Understanding the District's culture and core values and an analysis of how existing and new facilities must manifest that culture and core values within the physical space or the ability to support their change; • In-depth analysis of existing facilities – including location, capability, utilization and condition; • And most importantly an achievable and affordable implementation plan that translates the goals of the district into an appropriate facility response. The district plans to update the Long-Range (10year) Facilities Master Plan identifying high, medium, and low priority projects to be accomplished in the next 5 years according to the requirements within the Educational Specifications/Programs as well as enrollment forecasts. This will ensure a systematic and equitable method for prioritizing operational and facilities needs districtwide. Include processes for school site leadership to identify facilities-related priorities and improvements. Additionally, the District will develop a 'Facilities Maintenance Plan' that identifies Maintenance Projects on a 5, 10, 15 and 20 year basis - deferred maintenance items such as HVAC, flooring, play structure, infrastructure, roofing, paint/finishes, etc replacement. This will assist in developing a multi-year deferred maintenance budget. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging	$1,956,550.00	No

Action #	Title	Description	Total Funds	Contributing
		Educational Partners section at the beginning of the LCAP for additional information): Parent/Family feedback: *Appreciate smaller class sizes in elementary grades *Appreciate school beautification efforts - murals, cleanliness, upgraded paint/roof --Facilities concerns focused on safety, aging infrastructure, restroom upgrades, playground improvements, parking, lighting, cameras, classroom cleanliness, and more supervision during and after school. *Appreciate food pantries, clothing support & family resources Staff feedback: *Appreciate school beautification efforts - murals, cleanliness, upgraded paint/roof --Facilities concerns focused on safety, aging infrastructure, restroom upgrades, playground improvements, parking, lighting, cameras, classroom cleanliness, & more supervision during & after school. Student feedback: Time, Food & Facilities *Consistent requests for longer lunch and recess periods; students feel rushed during meals *Major concerns about bathroom cleanliness and privacy, plus requests for improved playground equipment and campus maintenance		
3.2	Technology Systems	Optimize technology systems for tracking and addressing instructional goals to support the 21st century learner. There will be three key areas of focus for Technology in the district. See below: 1. Access and Digital Responsibility The Technology team will work to make sure every student and staff member has reliable access to the tools they need, and that they know how to use them safely, responsibly, and effectively. Alongside expanding	$1,188,673.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access, the team will be building awareness around digital citizenship and cybersecurity. Projects will Include: * Exploring launching a 1:1 Chromebook pilot * Expanding take-home Chromebook access * Providing digital citizenship training for students * Securing Google login access for short-term substitutes * Rolling out Red Herring cybersecurity awareness tools 2. Smarter Systems and Better Support The Technology team will work to improve how things work behind the scenes by making processes simpler, faster, and more user-friendly. These changes reduce frustration, improve service, and give us better data to guide decisions. Projects will Include: * Creating a district-wide app vetting process * Streamlining tech purchasing * Overhauling internal and external websites * Continuing to refine and document internal workflows 3. Stronger Infrastructure and Safer Systems The Technology team will be upgrading outdated systems and putting modern tools in place to keep our network secure, scalable, and reliable. These improvements reduce risk, protect district resources, and help us stay ahead of future needs. Projects will Include: * Implementing multi-factor authentication (MFA) * Add radio repeaters to increase capacity for simultaneous conversations and ensure districtwide connectivity during high-traffic times * Replacing the unsupported phone system * Upgrading the paging and bell system * Meeting JPA cybersecurity insurance requirements		

Action #	Title	Description	Total Funds	Contributing
		ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information): Student feedback: Learning & Instruction *Students learn best through hands-on activities, demonstrations, visual aids, and collaborative work *Requests for more time for help, quieter learning environments, and more challenging/real-world learning opportunities *Mixed perspectives on phone policies; interest in more technology integration and digital learning tools		
3.3	Nutritious Meal Options	Transition 80% of student meal options to include fresh vegetables and fruits, freshly prepared meals, and exceed minimum USDA nutrition requirements whenever possible. • School meals are a powerful educational support: improving behavior, ability to focus and academic performance. School meals are also an important source of nutrition for all school-age children with school meals being more nutritious than what most children buy from outside sources or pack from home. Many students from low-income families rely on school meals as their most consistent source of quality food. • Our goal is to provide school meals that improve health both during the school day and at home. By improving the choices available to the students we can introduce children to new healthy foods which they may not otherwise have had the chance to try gives them all the opportunity to develop preferences for a wider variety of healthy foods. By making healthy choices now, students are better prepared to make lifelong healthy eating habits, our goal provides them the foundation to get there. • While academic success for each child is our primary goal, creating a healthy environment that allows children to learn and grow into the leaders of tomorrow through nutrition works seamlessly behind the scenes to achieve that goal.	$4,805,047.00	No

Action #	Title	Description	Total Funds	Contributing
		• The socioeconomic status of children and their families has a profound effect on the children's education. Foster and homeless youth and students of families experiencing socioeconomic need will receive additional targeted support with free or reduced meals during school. ADDRESSES INPUT FROM EDUCATIONAL PARTNERS (See Engaging Educational Partners section at the beginning of the LCAP for additional information): Student feedback: Time, Food & Facilities *Consistent requests for longer lunch and recess periods; students feel rushed during meals *Widespread dissatisfaction with lunch quality, portions, and variety		

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
$9,994,956	$1,138,641

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
30.182%	0.000%	$0.00	30.182%

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:** Universally Designed Rigorous Grade Level Instruction Grounded in Culturally Responsive Teaching **Need:** Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO)	We will implement inclusive practices that address academic gaps for Unduplicated Students, accelerate learning, and strengthen consistent implementation of district instructional initiatives. The district will continue deepening its commitment to Culturally and Historically Responsive Teaching (CHRT) and Universal Design for Learning (UDL) to ensure instruction remains asset-based, accessible, culturally affirming, and responsive to the diverse strengths, identities, and learning needs of all students.	We will monitor progress through state and local assessments including: CA Assessment of Student Performance and Progress (CAASPP) ELA CA Assessment of Student Performance and Progress (CAASPP) Math

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
	-District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD)	LGSD will continue expanding implementation of Science of Reading practices, including the use of DIBELS and evidence-based literacy instruction, while also deepening Cognitively Guided Instruction (CGI) in mathematics and launching the district mathematics curriculum pilot process to support high-quality, student-centered math instruction. Additionally, the district will continue strengthening supports for multilingual learners and Long-Term English Learners (LTELs) through targeted professional development, instructional coaching, data analysis systems, and differentiated instructional strategies. Professional learning will also support Tier 1 positive behavior systems through implementation of Positive Behavioral Interventions and Supports (PBIS) and the Conscious Discipline framework to promote safe, inclusive, and supportive learning environments. By prioritizing these instructional frameworks and systems districtwide, LGSD demonstrates its commitment to creating equitable learning environments where every student has the opportunity to thrive academically, socially, emotionally, and behaviorally. Through culturally responsive, universally designed, and relationship-centered instructional practices, the district affirms the unique strengths of every learner and works to ensure all students have meaningful access to rigorous, engaging, and supportive educational experiences.	iReady Diagnostic II Math iReady Diagnostic II Reading

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
	Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:** LEA-wide		
1.2	**Action:** Professional Development and Teacher Collaboration **Need:** Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA)	We will provide professional learning, instructional coaching, and data-driven collaboration to address academic gaps for Unduplicated Students, accelerate learning, and strengthen consistent implementation of district initiatives. The district will continue training staff in Science of Reading practices, including evidence-based literacy instruction and use of DIBELS data, while deepening implementation of Cognitively Guided Instruction (CGI) in mathematics and supporting the launch of the district mathematics curriculum pilot process. We will also continue expanding staff capacity in Culturally and Historically Responsive Teaching (CHRT) and Universal Design for Learning (UDL) to ensure instruction is culturally affirming, inclusive, and accessible for all learners. In addition, certificated and classified	We will monitor progress through state and local assessments including: CA Assessment of Student Performance and Progress (CAASPP) ELA CA Assessment of Student Performance and Progress (CAASPP) Math iReady Diagnostic II Math iReady Diagnostic II Reading

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
	-District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities	staff will continue professional learning in Positive Behavioral Interventions and Supports (PBIS) and the Conscious Discipline framework to strengthen Tier 1 behavioral supports, student self-regulation, relationship-building, and positive school culture. Ongoing professional learning fosters a shared understanding of district instructional priorities, strengthens collaboration among staff, and supports educators in meeting the diverse academic, linguistic, behavioral, and social-emotional needs of students. Instructional coaches play a critical role by providing personalized, job-embedded support that helps translate professional learning into effective classroom practice. Regular analysis of whole child data ensures instruction and interventions remain targeted, responsive, and aligned to student needs. Strengthened MTSS and collaboration structures further support consistency and coherence across schools and departments. By equipping educators with the knowledge, tools, and ongoing support necessary to implement district initiatives effectively, LGSD continues to build inclusive, equitable, and high-impact learning environments that improve outcomes for all students.	

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
	(SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:** LEA-wide		
1.4	**Action:** Multilingual Learner: Student Achievement and Linguistic Services **Need:** Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL)	We will provide professional development, instructional coaching, and collaboration time to address academic and language development gaps for multilingual learner students, accelerate learning, and strengthen consistent implementation of district initiatives. This work includes continued training in integrated and designated English Language Development (ELD), strategies to support newcomer multilingual learners, and targeted instructional practices designed to meet the needs of Long-Term English Learners (LTELs). The district will also continue expanding supports through the use of multilingual learner data systems, including i-Ready, Panorama, ESGI, Ellevation, and the district LTEL dashboard, to monitor language development, academic progress, and reclassification outcomes. Additionally, staff will receive training in Universal Design for Learning (UDL), culturally and historically responsive practices, linguistic scaffolds, and differentiated strategies to support multilingual learners, including students dually identified as Students with Disabilities (SWD).	We will monitor progress on the ELPAC as well as English Learner Redesignation

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
	-San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR)	The district will continue the work of the LTEL committee to better understand and respond to the needs of Long-Term English Learners through data analysis, multilingual learner shadowing, parent panels, and student empathy interviews. Insights from this work will inform instructional planning, targeted interventions, and future curriculum and support decisions. By equipping educators with the necessary strategies, resources, coaching, and data tools, LGSD will continue strengthening its ability to meet the unique linguistic, academic, behavioral, and social-emotional needs of multilingual learners. Ongoing professional learning and collaborative data analysis support differentiated instruction, culturally affirming practices, and responsive decision-making across all content areas. Regular monitoring of student progress allows staff to make timely instructional adjustments, strengthen targeted interventions, and improve language development, academic achievement, and overall student well-being for multilingual learners.	

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
	-Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:** LEA-wide		
1.6	**Action:** Multi-Tiered System of Supports **Need:** Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI)	We will provide collaboration time to strengthen effective Tier 1 instruction and address academic, social-emotional, and behavioral gaps for Unduplicated Students, accelerate learning, and ensure consistent implementation of district initiatives. Additionally, we will enhance site-based intervention programs by providing trained interventionists who can deliver targeted support aligned to each school's needs. Whole child data analysis—academic, behavioral, and social-emotional—will be central to collaboration, ensuring that interventions are informed by a comprehensive understanding of each student. By implementing a robust multitiered system of support (MTSS), schools can improve educational outcomes, reduce disparities, and create a supportive learning environment where every student can succeed academically and thrive socially and emotionally. This structured approach ensures that all students receive strong, high-quality Tier 1 instruction first, while also providing the right intervention at the right time based on ongoing data analysis. Tailoring supports to students' individual needs promotes early identification, accelerates growth, and fosters equitable opportunities for success.	We will monitor progress on state and local assessment indicators including: CA Assessment of Student Performance and Progress (CAASPP) ELA CA Assessment of Student Performance and Progress (CAASPP) Math iReady Diagnostic II Math iReady Diagnostic II Reading

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
	-Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Positive Behavior Intervention Systems (PBIS) **Need:** Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL)	We will offer targeted, tiered PBIS supports and interventions that may be adequately adapted for individual needs or groups or students, in particular vulnerable student groups and unduplicated pupils. We will also engage in proactive planning for all student groups with our most vulnerable students at front and center. This support is provided on a district-wide basis in order to ensure that all students, including our vulnerable student populations, have access to high quality programming.	We will monitor progress through tracking disaggregated suspension rate data as well as disciplinary referrals

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
	Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:** LEA-wide		
2.3	**Action:** Cultural Celebrations, Events and Learning **Need:**	Cultural celebrations, events, and learning initiatives have the potential to significantly impact absenteeism by fostering a sense of belonging and engagement among students. Ensuring schools incorporate culturally relevant activities into their curriculum and extracurricular events,	We will monitor progress through tracking disaggregated attendance data (ADA) and chronic absenteeism reports.

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
	Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA)	students will feel more connected to their school community and more motivated to attend regularly. Additionally, these celebrations provide opportunities for students to celebrate their cultural identities, which can enhance their self-esteem and reduce behavioral issues by promoting positive cultural pride and understanding among peers and educators. Cultural celebrations, events, and learning activities are a district-wide commitment. They ensure consistency, inclusivity, and maximum impact across all schools within the educational system. District-level support also allows for resource allocation, professional development opportunities for educators, and collaboration with community partners to enrich the cultural experiences of students and reinforce a positive school climate that values diversity.	

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
	-Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:** LEA-wide		
2.4	**Action:** Student Leadership and Interests **Need:** Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR)	Student leadership and voice play a crucial role in empowering students to take ownership of their educational experiences and school environment. When students are actively involved in leadership roles, decision-making processes, and school governance, they develop a sense of responsibility and accountability. This engagement can lead to increased attendance as students feel more invested in their school community and motivated to participate in activities that contribute positively to the school's culture. Moreover, when students have opportunities to voice their opinions and	We will monitor progress through disaggregated suspension rate and attendance data.

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
	-San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP)	concerns, schools can better understand and address the root causes of absenteeism and behavioral issues, fostering a more supportive and inclusive learning environment. Student leadership and voice initiatives are district-wide commitments ensuring student agency, representation, and engagement across all schools. By institutionalizing these efforts districtwide, schools can ensure consistency in promoting student leadership development and fostering a culture where student voices are valued and heard. District-level commitment involves providing resources, training, and opportunities for students to participate in leadership roles, advocacy activities, and decision-making processes.	

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
	-District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:**		
2.5	**Action:** Parent and Family Engagement **Need:** Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD)	Increasing parent and family engagement is instrumental in addressing absenteeism and suspension rates by creating a supportive network that reinforces positive behaviors and academic achievement. When parents are actively involved in their children's education, they can provide encouragement, monitor attendance, and support disciplinary expectations set by the school. Additionally, strong family-school partnerships foster open communication channels where concerns can be addressed early, preventing escalations that may lead to suspensions. By promoting a collaborative approach between home and school, parent and family engagement initiatives contribute to a nurturing environment where students feel supported and motivated to attend regularly and behave positively.	We will monitor progress through disaggregated suspension rate and attendance data.

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
	-Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR)	Parent and family engagement initiatives are a commitment at the district level. District staff recognize the pivotal role that families play in student success and strive to create opportunities for meaningful involvement. This commitment includes providing resources, workshops, and events that empower parents to actively participate in their children's education, understand school policies, and collaborate with educators to address challenges effectively.	

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
	-Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:** LEA-wide		
2.6	**Action:** Community Schools: Basic Needs **Need:** Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI)	Community schools effectively integrate comprehensive support services within the school environment. These schools collaborate closely with community organizations to offer community resources and after-school programs, which can mitigate barriers to attendance stemming from health issues or lack of access to essential services. By creating a holistic support network, community schools ensure that students and families receive the necessary assistance to overcome challenges that may otherwise lead to absenteeism. Community schools are a commitment districtwide, particularly at the 5 funded community schools: LGAE, LGAM, MH, MV & SM. This comprehensive approach fosters a supportive learning environment that promotes positive outcomes for all students, regardless of background or circumstance.	We will monitor progress through disaggregated attendance data.

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
	-Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH) -Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:**		

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
3.2	**Action:** Technology Systems **Need:** Areas in need of improvement that scored the lowest performance, based on 2023 California School Dashboard indicators: Chronic Absenteeism (CHRO) -District: Pacific Islander (PI), Foster (FOS) -Lemon Grove Academy for the Sciences and Humanities: Multiple Races (MR) -San Altos Elementary: English Learner (EL) -Vista La Mesa Academy: Homeless (HOM) English Language Arts (ELA) -District: English Learner (EL) -Monterey Heights Elementary: English Learner (EL), Students with Disabilities (SWD) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) -San Miguel Elementary: ALL, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Students with Disabilities (SWD) English Learner Progress Indicator (ELPI) -District: Long Term English Learners (LTEL) -Mt. Vernon Elementary: English Learner (EL) -San Altos Elementary: English Learner (EL) Mathematics (MATH)	We will provide technology resources, including Chromebooks for site and home use, to ensure learning continuity. Access to these resources will ensure that our most vulnerable youth are able to continue learning and have access to the most current learning resources.	We will monitor progress through state and local assessments including: CA Assessment of Student Performance and Progress (CAASPP) ELA CA Assessment of Student Performance and Progress (CAASPP) Math iReady Diagnostic II Math iReady Diagnostic II Reading

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
	-Lemon Grove Academy for the Sciences and Humanities: ALL, English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), African American (AA) -Monterey Heights Elementary: English Learner (EL) -San Miguel Elementary: Students with Disabilities (SWD) Suspension Rate (SUSP) -District: Foster (FOS), Homeless (HOM), Multiple Races (MR), Pacific Islander (PI), Students with Disabilities (SWD) -Lemon Grove Academy for the Sciences and Humanities: ALL, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), African American (AA), English Learner (EL), Hispanic (HI), Multiple Races (MR) -Mt. Vernon Elementary: ALL, Socioeconomically Disadvantaged (SED), Hispanic (HI) -Vista La Mesa Academy: English Learner (EL), Homeless (HOM) **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

All LGSD Schools have unduplicated pupil counts greater than 55%. In order to support continued instruction to students, LGSD will use the concentration grant add-on funding in 2026-27 to maintain effective instructional programs including instructional coaching and intervention. This additional staffing is identified in Goal 1 Action 1.2 and Action 1.6.

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	Not Applicable	Lemon Grove Academy Elementary 1:20.32; Lemon Grove Academy Middle 1:12.95; Monterey Heights STEAM Academy 1:23.53; Mount Vernon 1:22.35; San Altos 1:12.31; San Miguel 1:12.66; Vista La Mesa Academy 1:18.46; Early Childhood Education Center 1:4.83.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Lemon Grove Academy Elementary 1:14.3; Lemon Grove Academy Middle 1:13.29; Monterey Heights STEAM Academy 1:13.58; Mount Vernon 1:13.57; San Altos 1:12.8; San Miguel 1:13.5; Vista La Mesa Academy 1:14.36; Early Childhood Education Center 1:13.

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	$33,115,170	9,994,956	30.182%	0.000%	30.182%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$39,479,053.00	$11,974,032.00	$14,234,545.00	$6,353,717.00	$72,041,347.00	$57,459,969.00	$14,581,378.00

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	Universally Designed Rigorous Grade Level Instruction Grounded in Culturally Responsive Teaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$351,197.00	$616,309.00	$609,838.00	$332,049.00	$25,619.00		$967,506.00	
1	1.2	Professional Development and Teacher Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,208,157.00	$480,186.00	$4,478,735.00	$1,191,607.00	$18,001.00	$0.00	$5,688,343.00	
1	1.3	Special Education: Student Achievement and Inclusion	Students with Disabilities	No			All Schools		$8,793,825.00	$1,936,337.00	$1,308,447.00	$343,988.00	$8,220,015.00	$857,712.00	$10,730,162.00	
1	1.4	Multilingual Learner: Student Achievement and Linguistic Services	English Learners	Yes	LEA-wide	English Learners	All Schools		$141,543.00	$60,113.00	$141,543.00	$0.00	$0.00	$60,113.00	$201,656.00	
1	1.5	Recruitment, Onboarding, and Retention of Staff	All	No			All Schools		$457,389.00	$20,000.00	$452,389.00	$5,000.00	$0.00	$20,000.00	$477,389.00	
1	1.6	Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,378,346.00	$542,681.00	$3,305,906.00	$0.00	$2,034,960.00	$580,161.00	$5,921,027.00	
1	1.7	Basic Services	All	No			All Schools		$26,345,410.00	$4,668,085.00	$27,150,215.00	$3,426,706.00	$151,113.00	$285,461.00	$31,013,495.00	
1	1.8	Long-Term English Learners (LTELs) Support	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Student Social Emotional Learning (SEL) & Mental Health	All	No			All Schools		$5,486.00	$57,000.00	$50,000.00	$0.00	$0.00	$12,486.00	$62,486.00	
2	2.2	Positive Behavior Intervention Systems (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$422,804.00	$5,000.00	$218,521.00	$0.00	$203,383.00	$5,900.00	$427,804.00	
2	2.3	Cultural Celebrations, Events and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$48,740.00	$0.00	$48,740.00	$0.00	$0.00	$0.00	$48,740.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Student Leadership and Interests	All	No			All Schools		$4,447,770.00	$1,457,750.00	$0.00	$4,279,316.00	$1,626,204.00	$0.00	$5,905,520.00	
2	2.5	Parent and Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$152,106.00	$13,852.00	$3,000.00	$0.00	$0.00	$162,958.00	$165,958.00	
2	2.6	Community Schools: Basic Needs	All	No			All Schools		$1,197,508.00	$761,737.00	$0.00	$1,959,245.00	$0.00	$0.00	$1,959,245.00	
2	2.7	Crisis Response and Safety Practices	All	No			All Schools		$271,746.00	$250,000.00	$521,746.00	$0.00	$0.00	$0.00	$521,746.00	
2	2.8	Stabilize Enrollment & Increase Attendance - NEW Action in the 25-26 School Year	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Strategic Facilities Plan	All	No			All Schools		$1,124,650.00	$831,900.00	$1,300.00	$0.00	$1,955,250.00	$0.00	$1,956,550.00	
3	3.2	Technology Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$636,273.00	$552,400.00	$1,188,673.00	$0.00	$0.00	$0.00	$1,188,673.00	
3	3.3	Nutritious Meal Options	All	No			All Schools		$2,477,019.00	$2,328,028.00	$0.00	$436,121.00	$0.00	$4,368,926.00	$4,805,047.00	

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
$33,115,170	9,994,956	30.182%	0.000%	30.182%	$9,994,956.00	0.000%	30.182 %	**Total:**	$9,994,956.00
								LEA-wide Total:	$9,994,956.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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**	Universally Designed Rigorous Grade Level Instruction Grounded in Culturally Responsive Teaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$609,838.00	
1	**1.2**	Professional Development and Teacher Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,478,735.00	
1	**1.4**	Multilingual Learner: Student Achievement and Linguistic Services	Yes	LEA-wide	English Learners	All Schools	$141,543.00	
1	**1.6**	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,305,906.00	
2	**2.2**	Positive Behavior Intervention Systems (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,521.00	
2	**2.3**	Cultural Celebrations, Events and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,740.00	

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	**2.5**	Parent and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	**3.2**	Technology Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,188,673.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$69,737,174.00	$71,277,907.00

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**	Universally Designed Rigorous Grade Level Instruction Grounded in Culturally Responsive Teaching	Yes	$586,557.00	$859,626
1	**1.2**	Professional Development and Teacher Collaboration	Yes	$4,669,382.00	$4,958,960
1	**1.3**	Special Education: Student Achievement and Inclusion	No	$10,437,069.00	$11,625,191
1	**1.4**	Multilingual Learner: Student Achievement and Linguistic Services	Yes	$248,819.00	$232,951
1	**1.5**	Recruitment, Onboarding, and Retention of Staff	No	$491,618.00	$523,192
1	**1.6**	Multi-Tiered System of Supports	Yes	$5,825,005.00	$5,579,848
1	**1.7**	Basic Services	No	$30,072,258.00	$30,099,446
1	**1.8**	Long-Term English Learners (LTELs) Support - NEW Action in the 25-26 School Year	No	$0.00	$0
2	**2.1**	Student Social Emotional Learning (SEL) & Mental Health	No	$557,883.00	$713,104
2	**2.2**	Positive Behavior Intervention Systems (PBIS)	Yes	$446,935.00	$411,893
2	**2.3**	Cultural Celebrations, Events and Learning	Yes	$44,439.00	$45,305

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Student Leadership and Interests	No Yes	$6,258,348.00	$6,221,054
2	**2.5**	Parent and Family Engagement	Yes	$204,249.00	$174,335
2	**2.6**	Community Schools: Basic Needs	No Yes	$1,935,000.00	$1,709,509
2	**2.7**	Crisis Response and Safety Practices	No	$513,444.00	$273,533
2	**2.8**	Stabilize Enrollment & Increase Attendance - NEW Action in the 25-26 School Year	No	$0.00	$0
3	**3.1**	Strategic Facilities Plan	No	$1,887,000.00	$1,930,000
3	**3.2**	Technology Systems	Yes	$1,378,291.00	$1,573,805
3	**3.3**	Nutritious Meal Options	No	$4,180,877.00	$4,346,155

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)
$9,902,052	$11,129,400.00	$11,868,093.00	($738,693.00)	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	Universally Designed Rigorous Grade Level Instruction Grounded in Culturally Responsive Teaching	Yes	$440,768.00	$463,369		
1	1.2	Professional Development and Teacher Collaboration	Yes	$3,990,758.00	$4,287,107		
1	1.4	Multilingual Learner: Student Achievement and Linguistic Services	Yes	$133,995.00	$134,528		
1	1.6	Multi-Tiered System of Supports	Yes	$4,962,645.00	$5,159,944		
2	2.2	Positive Behavior Intervention Systems (PBIS)	Yes	$178,004.00	$202,732		
2	2.3	Cultural Celebrations, Events and Learning	Yes	$44,439.00	$45,305		
2	2.4	Student Leadership and Interests	Yes	$0.00	$0		
2	2.5	Parent and Family Engagement	Yes	$500.00	$1,300		
2	2.6	Community Schools: Basic Needs	Yes	$0.00	$0		
3	3.2	Technology Systems	Yes	$1,378,291.00	$1,573,808		

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)
$32,089,622	$9,902,052	0.702%	31.559%	$11,868,093.00	0.000%	36.984%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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