2025 2026 LCAP
LOCAL CONTROL AND ACCOUNTABILITY PLAN
ANNUAL UPDATE



PUBLIC HEARING: June 11, 2025

APPROVED: June 18, ,2025

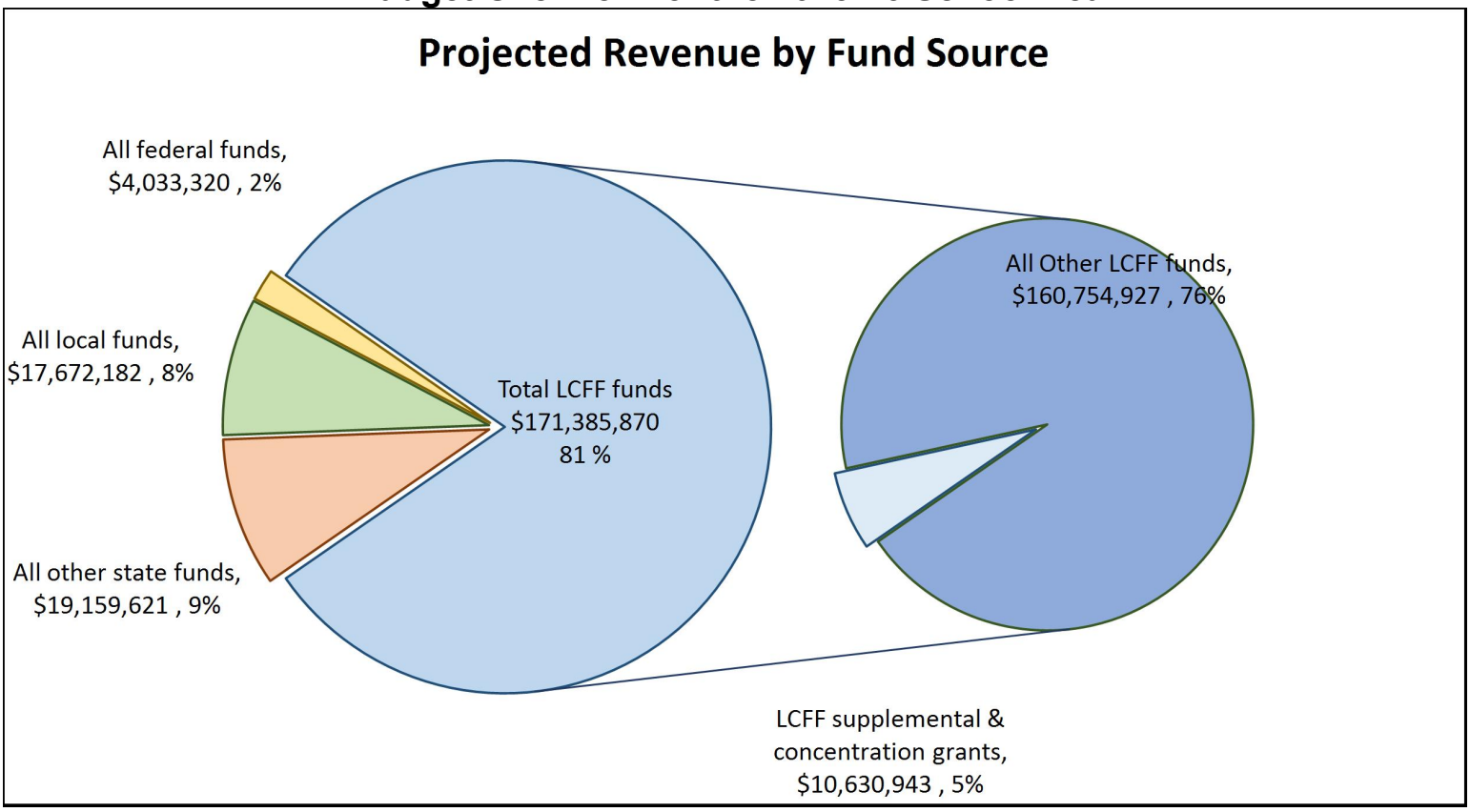
Approved

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Walnut Valley Unified School District
CDS Code: 19-73460-0000000
School Year: 2025-26
LEA contact information:
Dr. Jeanette J. Koh
Assistant Superintendent, Educational Services
jkoh@wvusd.org
(909) 595-1261

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

Budget Overview for the 2025-26 School Year

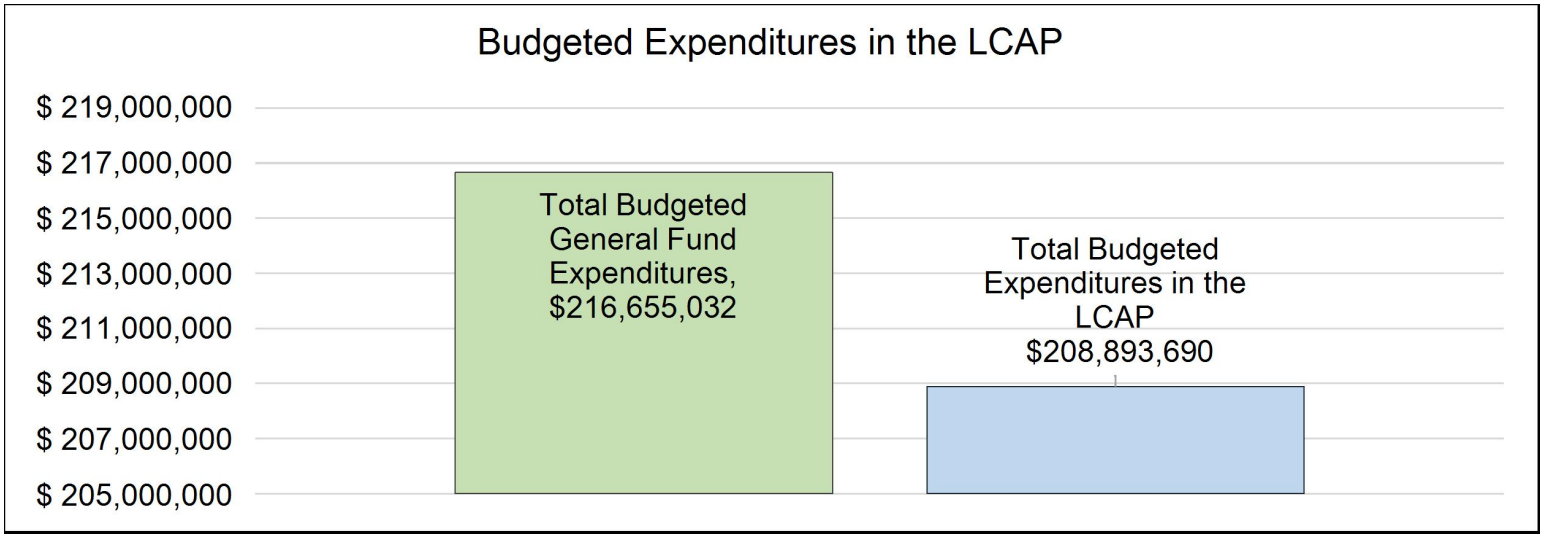


This chart shows the total general purpose revenue Walnut Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Walnut Valley Unified School District is $212,250,993, of which $171,385,870 is Local Control Funding Formula (LCFF), $19,159,621 is other state funds, $17,672,182 is local funds, and $4,033,320 is federal funds. Of the $171,385,870 in LCFF Funds, $10,630,943 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 Walnut Valley Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Walnut Valley Unified School District plans to spend $216,655,032 for the 2025-26 school year. Of that amount, $208,893,690 is tied to actions/services in the LCAP and $7,761,342 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

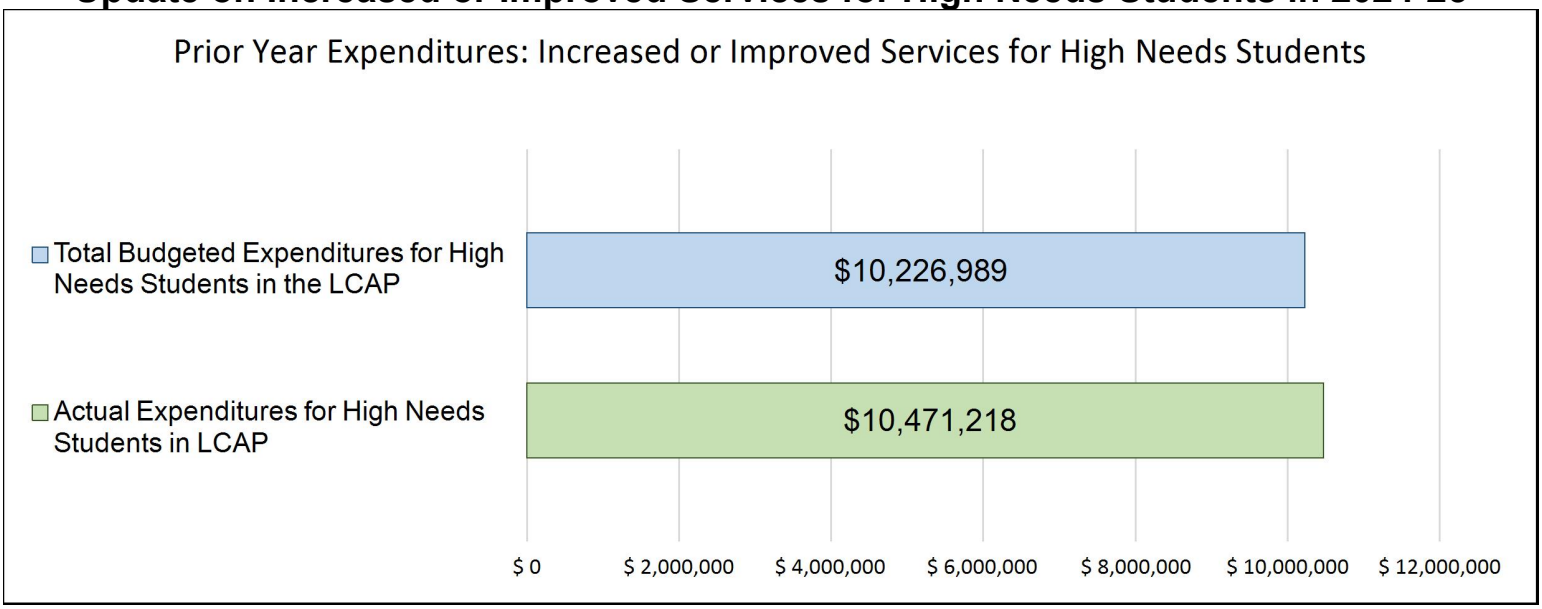
Other expenditures above the LCAP, not included in the plan, include overhead expenditures such as water, electricity, gas, waste management, and other operational and administrative costs.

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

In 2025-26, Walnut Valley Unified School District is projecting it will receive $10,630,943 based on the enrollment of foster youth, English learner, and low-income students. Walnut Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Walnut Valley Unified School District plans to spend $10,634,943 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 2024-25



This chart compares what Walnut Valley Unified 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 Walnut Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Walnut Valley Unified School District's LCAP budgeted $10,226,989 for planned actions to increase or improve services for high needs students. Walnut Valley Unified School District actually spent $10,471,218 for actions to increase or improve services for high needs students in 2024-25.

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
Walnut Valley Unified School District	Dr. Jeanette J. Koh Assistant Superintendent, Educational Services	jkoh@wvusd.org (909) 595-1261

Plan Summary [2025-26]

General Information

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

The Walnut Valley Unified School District (District) is in the Walnut and Diamond Bar communities. The District is approximately 35 miles east of Los Angeles, between the Pomona freeway and the San Gabriel Valley mountains. The District serves a predominantly middle and upper-middle-class income community, with professional, commercial, cultural, and athletic opportunities available for residents. Walnut Valley schools educate students in Preschool, Transitional Kindergarten, Kindergarten through 12th grade, and Adult Transition. The District houses nine elementary schools (six are Title 1 Targeted Assistance Schools), three middle schools (one is a Title 1 Targeted Assistance School), two comprehensive high schools, one continuation/alternative education high school, and a Special Education preschool. The California State Department of Education and the United States Department of Education have recognized Walnut Valley schools: numerous school sites are California Gold Ribbon, California Distinguished Schools, Schools to Watch, and National Blue Ribbon Schools. Five of the District's elementary schools (Collegewood, Evergreen, Maple Hill, Walnut Elementary, and Westhoff) have received the 2023 California Distinguished School Award, Walnut Elementary School has received the 2025 California Distinguished School Award, and Chaparral Middle School received the 2024 California Distinguished School Award, all for exceptional student performance. Diamond Bar High School received the 2022 National Blue Ribbon Award as an exemplary high-performing school. The District's schools are high-achieving and have risen to the challenge of educating every child. In June 2018, the District was recognized by the National Forum as a Schools to Watch District to Accelerate Middle-Grades Reform. The District was among only seventeen school districts nationwide to have earned this distinction. Additionally, the District continues to receive various public accolades as a top-performing school district, including earning an A+ grade and a top 1% ranking in the 2025 Niche.com report of Best School Districts in America. The District’s impressive report card of numerous categories at local, state, and national levels included ranking in the top 6% of all school districts in California. Niche, a leading research

website, also placed Diamond Bar and Walnut High Schools in the top 2% of 20,733 high schools nationwide and the top 3% of best high schools in California.

The International Baccalaureate and Advanced Placement programs at both comprehensive high schools provide students with a challenging academic experience that prepares them to be successful in college and their careers. Both programs have been acknowledged for their state, federal, and international excellence. Two elementary schools offer the International Baccalaureate Primary Years Program (PYP). This international curriculum teaches children to be global thinkers through creative thought and inquiry. One elementary school offers the Mandarin Dual Language Immersion Program, and one of the middle schools offers Mandarin Language as an elective for grades 6-8 students. The rigorous program develops students to become bilingual, biliterate, and bicultural.

Our comprehensive high schools also offer rigorous and relevant Career Technical Education (CTE) courses organized into career pathways. Students enrolled in these CTE pathways benefit from courses that prepare them for college and careers in various industry sectors, including Engineering and Architecture, Health Science and Medical Technology, and Information and Communication Technologies. All three middle schools have been recognized and re-designated as Schools to Watch by the National Forum to Accelerate Middle-Grades Reform. Walnut Valley is one of 14 school districts in the nation where all middle schools in the District have been awarded this prestigious recognition. Each middle school offers various programs, electives, and extracurricular activities, including award-winning music programs, intramural athletics, and after-school clubs.

All nine elementary schools have earned the 2023 California Positive Behavioral Interventions and Supports (PBIS) System of Recognition, reflecting excellence in implementing the core features of PBIS. All elementary schools practice PBIS protocols to ensure a safe and respectful learning environment. Each elementary school has received PBIS state recognitions for fidelity to the practice and success with implementation and sustainability.

Walnut Valley serves a student population of approximately 13,815. The District takes pride in developing an appreciation for the cultural and ethnic diversity represented on every campus. The racial/ethnic demographics as reported on the 2024 California Dashboard are as follows: Asian/Pacific Islander- 63.7%; Hispanic/Latino- 21.4%; Caucasian/White- 4.1%; Filipino- 5.4%; Black/African American- 1.1%. The District serves about 1,054 students on an Individualized Education Plan (7.6%) and 1,946 English Learner students (14.1%). There are roughly 3,875 (28%) students on a Free/Reduced Priced Lunch program. Finally, the District supports the needs of its nearly 27 foster youth students and 32 students experiencing homelessness. Walnut Valley students experience a rigorous academic program. Every student's progress is monitored, and various interventions are offered to learners needing additional assistance. Through personal attention and concerted school team efforts, students are able to meet their post-secondary goals.

Walnut Valley students have numerous opportunities to enrich their educational experience through various clubs, athletic teams, and student government. Walnut Valley recognizes the importance of educating the whole child and continues offering elementary and secondary students visual and performing arts programs. The District offers one of the premier music programs in the entire nation. The District continues to focus on the mental health and wellness of students. Several teams have convened specifically to research and design support mechanisms for students' mental health, including the Social and Emotional Learning Council and the Crisis Response Team, for over nine consecutive years.

Walnut Valley is proud of its highly qualified staff. The District recognizes that professional excellence requires teachers to be lifelong learners who continually seek to improve their skills. This includes expanding one's repertoire of instructional strategies and becoming an educational researcher using data to better serve every student's learning needs. A number of Walnut Valley teachers are National Board certified. Two exemplary middle school math teachers were named California Teachers of the Year in 2004 and 2007. This year, the District's Induction Program and Clear Administrative Services Credential Program (CASC) continued with an increased number of participants. Mentors supported their assigned induction candidates, meeting all the program requirements. Newly hired teachers with a Preliminary Credential receive support and training from an exemplary Teacher Induction Program. This state-approved program allows teachers to earn their Professional Clear Credential.
Walnut Valley Unified School District's five focus areas, student achievement, strengthening relationships, fiscal stability and operational effectiveness, leadership development, and safety and wellness, serve as core beliefs and key targets to foster the success of all students. These five focus areas reflect what we stand for and aim to achieve. These focus areas align with California's State Priorities and Local Indicators outlined in our Local Control and Accountability Plan (LCAP). Reflected in the LCAP is a commitment to serving all students in Walnut Valley. The LCAP describes specific actions, services, and expenditures that serve as a strategic plan to ensure the ongoing success of all students, particularly English Learner students, low-income students, and foster youth. As the Local Control Funding Formula (LCFF) has progressed, the LCAP has transitioned into a collaborative guidance plan for the Walnut Valley Unified School District. Building strong relationships, being fiscally stable, having a whole child approach to student achievement, building leaders within the organization, and ensuring the safety and wellness of all students and educational partners are the top five priorities set by the Board of Trustees and the Superintendent.

No schools in the District receive the Equity Multiplier funding.

Reflections: Annual Performance

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

For the 2024/2025 school year, Walnut Valley Unified School District proudly embraces the motto “You Are Welcome Here,” reflecting the District's unwavering commitment to inclusion, equity, and academic excellence. This message is embedded in Walnut Valley's continued progress toward LCAP goals, including continued access to rigorous coursework for all students, targeted support for English Learner students and students with disabilities, and a focus on wellness resources to support the social and emotional growth for all students. Stakeholder engagement remains a cornerstone of our planning, with meaningful input from students, families, and staff guiding our direction.

Across all grade levels TK–12, teachers maintained rigorous academic expectations while fostering a supportive and inclusive learning environment. Instruction was delivered through a combination of whole group, small group, and individualized support, provided by classroom teachers, intervention specialists, and paraprofessionals. This is reflected in the achievement on the California Assessment of Student Performance and Progress (CAASPP) assessments. All schools in the District remained Above Standard in English Language Arts and Math and all schools achieved Blue or Green on the Dashboard for English Language Arts and/or Math, based on the 2024 data. Walnut

Valley students continue to achieve at the highest levels in the county of Los Angeles and in the State of California.

Spring 2024 CAASPP data demonstrates that 76.04% of students met or exceeded English Language Arts (ELA) standards in comparison to 76.02% in Spring 2023, 72.17% of students met or exceeded math standards in comparison to 70.86% in Spring 2023, and 59.82% of students met or exceeded science standards with an increase from 59.77% in Spring 2023. The District's 2024 CAASPP results in ELA and Math and Science were significantly higher than the performance of students in Los Angeles County (48.11% in ELA and 36.47% in Math and 29.82% in Science) and the State of California (47.04% in ELA and 35.54% in Math and 30.70%). This year's performance in CAASPP data demonstrated consistent achievement in ELA, Math, and Science for the District.

English Learner students in Walnut Valley in Spring 2024 continued to surpass county and state levels, with 64.9% of students making progress towards English language proficiency, as measured by the summative English Language Proficiency Assessment for California (ELPAC). This was an increase of 4.9% from 2023 with the performance level of both English Learners and Long-Term English Learners achieving Green on the 2024 Dashboard.

Schools within the District that received the lowest performance (Red) on one or more state indicators included the following sites and student groups in 2023:
Castle Rock Elementary School for English Learner students on the English Learner Progress Indicator (ELPI) and Hispanic students and students with disabilities for Chronic Absenteeism;
Collegewood Elementary School for Hispanic students and students with disabilities for Chronic Absenteeism;
Cyrus J. Morris Elementary School for Hispanic students and socio-economically disadvantaged students for Chronic Absenteeism;
Vejar Elementary School for Filipino students, Hispanic students, and socio-economically disadvantaged students for Chronic Absenteeism;
Walnut Elementary School for students with disabilities for Chronic Absenteeism;
South Pointe Middle School for students with disabilities for math, Hispanic students and students with disabilities for Suspension Rate, and students with disabilities, White students, and Hispanic students for Chronic Absenteeism;
Diamond Bar High School for English Learner students in English Language Arts (ELA) and students with disabilities in English Language Arts and math;
and Ron Hockwalt Academies for all students and Hispanic students for Suspension Rate.
In addition, student groups in the District who received the lowest performance on one or more state indicators include foster youth for English Language Arts, foster youth and homeless youth for Math, foster youth and homeless youth for Suspensions, homeless youth for Chronic Absenteeism, and students with disabilities for Chronic Absenteeism.

The following actions address all student groups in red on English Language Arts at the District and school sites: Actions 2.1, 2.2, 2.3, 2.5, 2.6, 2.9, 2.11. The following actions address all student groups in red on Math at the District and school sites: Actions 2.1, 2.2, 2.3, 2.5, 2.9, 2.11. The following actions address all student groups in red on Suspensions at the District and school sites: Actions 1.6, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13. The following actions address all student groups in red on Chronic Absenteeism at the District and school sites: Actions 1.1, 1.4, 1.6, 3.3, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13. The following actions address all student groups in red on English Learner Progress Indicator at the District and school sites: Actions 2.6, 2.9, 2.11. The following actions address all student groups in red at the elementary sites: Actions 2.5, 2.6, 2.9, 2.10, 2.18, 3.3, 3.7. The following actions address all student groups in red at the high school sites: Actions 1.1, 2.1, 2.2, 2.3, 2.5, 2.6, 2.9, 2.15, 2.18, 3.3, 3.7.

Schools within the District that received the lowest performance (Red) on one or more state indicators included the following sites and student groups in 2024:
Chaparral Middle School: students with disabilities in Math;
Collegewood Elementary School: students with disabilities in English Language Arts (ELA) and Math;
Diamond Bar High School: students with disabilities in English Language Arts (ELA) and Math,
Leonard J. Westhoff Elementary School: socioeconomically disadvantaged students, students with disabilities, and Hispanic students in Chronic Absenteeism;
South Pointe Middle School: students with disabilities in English Language Arts (ELA);
Suzanne Middle School: students with disabilities in English Language Arts (ELA); students with disabilities in Chronic Absenteeism; and
Walnut High School: students with disabilities in English Language Arts (ELA).

In addition, student groups in the District who received the lowest performance (Red) on one or more state indicators in 2024 include foster youth and homeless youth in Chronic Absenteeism. Walnut Valley, in partnership with Dr. Luis Cruz, implemented a series of professional development throughout 2024/2025. Principals from all school sites attended this professional development with their leadership teams, or guiding coalitions. This professional development focused on embracing transformational leadership to intentionally produce high levels of learning for all students. This professional development was intentionally built on the work from 2023/2024 where school site teams used Improvement Science to identify their Problem of Practice and then analyzed their systems and causal factors in order to arrive at the root cause specific to their school site. The District also continued the focus on professional learning communities and data-driven instructional practices and decisions. Educational Services continued to support all school sites through professional learning communities or Structured Collaboration where site leaders provided protected time for department and grade-level teams to meet and analyze student learning based on data. Consulting services with Elevated Achievement Group (EAG) supported Structured Collaboration through site-specific plans and a focus on student achievement and student ownership. This ensured that students were engaged as active partners in the learning process and was another example of the District's belief that "You are Welcome Here."

Walnut Valley has unexpended Learning Recovery Emergency Block Grant funds in 2025-2026, which will be used in Goal 2, Actions 2.1, 2.11, 3.4, and 3.12:

- Goal 2, Action 2.1 describes the use of partially-funded LREBG ($100,000) to provide professional development to staff on the math and English Language Arts framework to identify essential standards, learning progression, and common assessments. This is allowable under Educational Code 42356 (b): Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. K-12 teachers will receive professional development on the the updated Common Core math framework and standards to align with the math curriculum adoption. K-5 teachers will also receive professional development on the updated English Language Arts (ELA) curriculum. Based on the District's Needs Assessment, specific student groups, including students with disabilities and long-term English Learner students, demonstrate a need for support in ELA and Math, according to the 2024 CA Dashboard. Long-term English Learner students performed 36.3 points below standard in ELA (Orange) and students with disabilities performed 61.4 points below standard (Orange). The metrics used to measure this will be 2.6 and 2.7: Performance on statewide CAASPP English Language Arts (ELA) and math assessments. According to the research of John Hattie, collective teacher efficacy has the highest effect size on student achievement, with a value of 1.57, which directly correlates to teacher professional development. The effect size of professional development is 0.6, which combined with collective teacher efficacy, will positively effect student achievement in the areas of math and ELA.

- Goal 2, Action 2.11 describes the use of fully-funded LREBG ($400,000) to provide credit recovery to high school students throughout the school year and summer sessions for students in grades K-8 to close the achievement gap. This is allowable under Educational Code 42356 (a): Increasing the instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs; and (d): Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements. High school students who are credit-deficient have the opportunity to enroll in Edgenuity, an online credit-recovery program during the school year. In addition, high school students who are credit-deficient also receive the opportunity to attend summer school to make up missing credits. The District is also increasing the instructional days for K-8 students by offering intervention-based summer school. Based on the District's Needs Assessment, certain student groups, such as English Learner students, low-income students, and foster youth demonstrated a need for support with credit recovery. Research indicates that early intervention can increase student achievement and engagement, leading to higher graduation rates. The metric used to measure this will be 2.3 (Implementation of State Standards), 2.6 and 2.7 (ELA and Math CAASPP), 2.13 (English Learner Progress), and 2.18 (High School Graduation Rate).

- Goal 3, Action 3.4 describes the use of fully-funded LREBG ($1.5 million): schools will receive Behavior Interventionists to support students' social and emotional well-being and to address barriers resulting from trauma and other needs. This is allowable under Educational Code 42356 (c): Integrating pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health counseling, or mental health services, or programs to address pupil trauma and social emotional learning, or referrals for support for family or pupil needs. Based on the District's Needs Assessment, students, particularly in grades K-5 at all elementary sites, exhibited an increase in extreme behaviors. Research indicates that early intervention is key to supporting students, particularly when teaching skills such as emotional self-regulation and coping strategies. The metrics used to measure this will be 3.2 (Suspension) and 3.4 (Locally administered SEL/Climate Survey).

-Goal 3, Action 3.12 describes the use of partially-funded LREBG ($150,000): This is allowable under Educational Code 42356 (c) use of funds for the Learning Recovery Emergency Block Grant for the District to partner with services to provide counseling and mental health services through services such as teletherapy, Marriage and Family Therapists (MFTs), and social workers to provide Tier 2 and Tier 3 supports for students experiencing increased mental health needs. Based on the District's Needs Assessment, due to a lack of resources for families and students, there are critical delays in students accessing essential support services, thereby highlighting a clear need for solutions like teletherapy, MFTs, and social workers to provide more immediate and timely care. Research consistently demonstrates that students' mental health is foundational to their academic achievement and engagement, as well-being fosters the cognitive, emotional, and social capacities essential for learning and active participation in school. Research unequivocally demonstrates that positive mental health is foundational to student achievement and engagement, influencing their ability to learn, concentrate, manage stress, and build the healthy relationships essential for academic success. The metrics used to measure this will be 3.2 (Suspension) and 3.4 (Locally administered SEL/Climate Survey). LREBG Funds of $150,000 will be allocated for partnerships with services that provide teletherapy, access to MFTs, and social workers.

Reflections: Technical Assistance

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

For the 2024/2025 school year, Walnut Valley continues to receive support as a part of the two-year cycle from the Los Angeles County Office of Education (LACOE) as a result of the Differentiated Assistance designation from 2023/2024. In 2023/2024, the District received technical assistance for Differentiated Assistance due to the foster youth's red status on the English language arts and math assessments on the California Assessment of Student Performance and Progress (CAASPP), red status in suspension rates, and homeless youth's red status in chronic absenteeism and suspension rates. Walnut Valley attended the Differentiated Assistance Convening in March 2024 and received professional development on addressing chronic absenteeism and mathematical routines for students in foster care. The data on the 2024 Dashboard for foster youth and homeless youth students is suppressed for English Language Arts (ELA) and Math due to the low number of students who tested; however, foster youth students did improve 52.0 points in English Language Arts (ELA) and 93.7 points in Math on the 2024 CAASPP. The District continues to recognize areas of growth, particularly for students with disabilities and foster youth and homeless youth in Chronic Absenteeism, and in fact, Walnut Valley continues to empower school teams with the tools and strategies of Improvement Science and Street Data to develop solutions rooted in a deep understanding of underlying causes. In 2024/2025, the District continued our Multi-Tiered Levels of Support (MTLS) training and specifically supported the expansion of Improvement Science methodologies. For example, four elementary school teams, each including the principal, Elementary Learning Specialist (ELS), and teachers, participated in a comprehensive three-day Improvement Science Summer Institute in July 2024. This intensive training focused on "Using Improvement Science to Address Equity Problems of Practice," equipping these teams with a structured approach to tackle complex challenges. Furthermore, elementary school teams utilized ongoing support from Dr. Sandra Lee to implement the improvement science data protocol, specifically focusing on supporting multilingual learners within mathematics. Recognizing the importance of embedding these practices at the school site level, the District's next steps include furthering the implementation and integration of Improvement Science and Street Data during data days. To build a strong foundation for student support, Student Study Team (SST) Liaisons across elementary, middle, and high schools received dedicated training on MTLS and effective SST implementation. The District remains committed to deepening the understanding and full implementation of MTLS Districtwide, ensuring a systematic and data-informed approach to supporting all learners.

The following are specific actions related to implementing the work underway as part of Differentiated Assistance: Action 1.4 addresses homeless youth in the red for chronic absenteeism, Actions 2.2, 2.5, 2.9, and 2.11 address foster youth in the red status on the English language arts and math assessments on the CAASPP, and Actions 3.3 and 3.5 address foster youth and homeless students' red status in suspension rate.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Walnut Valley Unified School District LCAP Advisory Council	The District involved educational partners in the development of the 2025 LCAP plan by engaging educational partners and soliciting feedback from staff, parents, students, and the community. The LCAP Advisory Council meetings included all educational partners to meet compliance. Parents of English Learner students, guardians of foster youth, parents of students with disabilities, and certificated and classified staff members who support English Learner students and foster youth provided ongoing input. Also included were parents of socioeconomically disadvantaged students. Representation also included local bargaining units, classified employees, teachers, administrators, District staff, and high school students. Based on feedback from focus groups, parent meetings, surveys, and input from site principals, it has been determined that whole child support, behavior support, social and emotional learning, and support for mental health are top priorities. Parents have emphasized the need for ongoing social-emotional learning, a proactive approach to connecting with students, parent education on social-emotional learning, and cultural proficiency to continue providing holistic support for children. The parent survey has also provided valuable feedback on the need to maintain a safe, inclusive, and respectful learning environment.

Educational Partner(s)	Process for Engagement
	The LCAP Advisory Council sent their work to the Superintendent's Cabinet and all principals in April 2025. During this phase, the Cabinet and principals were informed of the process and recommendations by all educational partners. Following the work by the Cabinet, a full presentation was made to the Board of Trustees about the process. The mid-year LCAP report and update were presented at a public meeting to the board on February 19, 2025. The presentation on the LCAP process and the 2025 LCAP and recommendations was conducted on June 11, 2025. Each Board member had the opportunity to provide comments and input. As required by the Education Code, a Public Hearing was held on Wednesday, June 11, 2025, for the 2025/2026 Local Control and Accountability Plan (LCAP). The LCAP Draft Plan proposal, the board agenda, and a Google Form to collect written comments were available for the public on the District website beginning on June 6, 2025, before the June 11, 2025, Board meeting. The public had opportunities to submit written comments regarding specific actions and expenditures in the LCAP. No comments were received during the Public Hearing. On June 18, 2025, the Local Performance Indicators were presented at the same meeting in which the 2025/2026 LCAP and the budget were adopted. Additionally, District representatives consulted with the East San Gabriel Valley SELPA Executive Director, Dr. Scott Turner, on April 8, 2025, to ensure that the LCAP was inclusive of Special Education student needs.
District English Learner Advisory Council (DELAC)	At the DELAC meeting on March 5, 2025, parents provided both commendations and recommendations on supporting English Learner students. Overall, the parents indicated that English Learner students are supported at their school sites with small group instruction, supplemental support from the bilingual instructional aides, and extra help such as Imagine Learning to provide access and support during school and at home. The parents recommended the continuation of the DELAC meetings, which provide timely communication and a format for parents of English Learner students to understand the

Educational Partner(s)	Process for Engagement
	resources available to help English Learner students and time to ask questions. DELAC members also recommended continuing to offer ELD Summer School programs and ways that schools can provide additional materials for students and parents to use at home to continue learning English and accessing the core curriculum.
Coordinating Council - Parent Advisory Committee (PAC)	To meet the Education Code requirements, meetings were held to share the progress of the 2025/2026 LCAP. The Coordinating Council consisted of parent representatives from all school sites. The Coordinating Council met monthly with the Superintendent and executive cabinet members to receive updates on District progress, such as the LCAP, and provide feedback on the goals and actions outlined in the LCAP. The Coordinating Council served as the Parent Advisory Council for the LCAP educational partner requirement. These parents also represented the District's low-income, foster youth, English Learner students, and students with disabilities. The Parent Advisory Council met on April 9, 2025, and the LCAP draft plan, including goals, actions, and preliminary expenditures, was presented to the Parent Advisory Council. Feedback on the LCAP goals and progress was elicited and charted. The Parent Advisory Council provided written comments on charts highlighting successes, challenges, and areas of focus for the 2025/2026 school year. The Superintendent's designee presented the LCAP information, and there were no questions.
Superintendent’s Student Advisory Council	The Superintendent’s Student Advisory Council welcomed 21 new student members this school year. The Advisory Council, facilitated by the Superintendent, is intended to provide leadership development opportunities to students from all 15 schools. This format also provides a vehicle for two-way communication between the District and student leaders. Throughout the school year, the student members had an opportunity to provide feedback and input to the

Educational Partner(s)	Process for Engagement
	Superintendent and Cabinet on what was going well and what needed to be addressed. Cabinet members also facilitated a small group discussion on wellness and safety with the student group. The student members also provided their perspectives, input, and recommendations from reviewing the USC Advance Study and the 2024 Spring LCAP Student Survey data. Similarly, school leaders have now developed student advisory groups and Student Think Tanks at their sites.
Teachers, Administrators and Other School Personnel	Engaging educational partners is crucial for the LCAP development process. To ensure comprehensive input, all teachers, administrators, and school personnel were invited to provide feedback through the spring 2025 LCAP survey, focusing on their perspectives regarding the implementation status of each LCAP goal. Furthermore, K-12 teachers actively participated in grade-level or content-specific Curriculum Council meetings twice throughout the year, offering valuable insights on curriculum implementation and the utilization of data to refine instructional practices. Administrators engaged in focused discussions during small group meetings with the Superintendent, sharing feedback on key areas such as student achievement, parent participation and engagement, student engagement, and overall school safety and wellness. Input from other essential school personnel was systematically gathered during job-alike meetings, like the quarterly sessions for school administrative assistants with District staff. Additionally, representatives including instructional aides, office staff, and school support staff contributed their perspectives as members of the LCAP Advisory Council, ensuring diverse voices were incorporated into the planning process.

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

The Board of Trustees and Walnut Valley administration are deeply committed to the LCAP process, recognizing it as a pivotal tool for assessing ongoing needs within the school District. The District's focus on achieving the desired outcomes by 2027 is steered by

implementing the LCAP's three overarching goals, which are meticulously aligned with the core priorities of student achievement, relationship building, fiscal stability, leadership development, and safety and wellness.

Throughout the year, the District has engaged with diverse educational partner groups to solicit feedback, review progress, and engage in reflective analysis. In addition to engaging with the LCAP Advisory Council, District English Learner Advisory Council, Coordinating Council, and Superintendent's Student Advisory Council, District leaders and the Board of Trustees hosted an outreach, "Let's Talk: A Conversation with Families and District Leaders," on the evening of February 20, 2025. To shift the dynamic of families who usually do not attend school and District events, intentional efforts were made to welcome parents and caregivers to attend this inaugural evening event. Ninety-six parents in fifteen school sites were personally called on the phone by a District leader (deputy superintendent or assistant superintendent) inviting them to a face-to-face, open-ended meeting, at round tables of four, to talk about their students' struggles, barriers to success, racism, social awareness skills, and how to support students who struggle academically and lack the resources they need. Some parents said they were "blown away" by the personal invitation, attention, and follow-up, especially the opportunity to interact and be heard by the Board of Trustees, Superintendent, District, and school leaders. About sixty parents attended, where they were treated to dinner and, if needed, on-site childcare and language translation as some of the parents are Mandarin speakers. During the round table rotations, copious notes were taken as parents and caregivers shared their students' experiences attending Walnut Valley schools. Key themes gleaned from the notes were: academic rigor and support (especially in math), communication challenges, social-emotional well-being (including issues of race, belonging, and mental health), extracurricular activities, homework load, school safety, and increased parent engagement and access to resources.

One consistent theme from these consultations was the imperative to effectively support unduplicated pupils (English Learner students, low-income students, and foster youth). In response, the District has meticulously considered the input of its educational partners and crafted actionable recommendations to address this critical need, especially with the unexpended funds from the Learning Recovery Emergency Block Grant (LREBG). Under the allowable use of funds for the Learning Recovery Emergency Block Grant, Goal 2, Action 2.1 describes the use of LREBG to provide professional development to staff on the math and English Language Arts framework to identify essential standards, learning progression, and common assessments. Goal 2, Action 2.11 describes using LREBG to provide credit recovery to high school students throughout the school year and summer sessions for students in grades K-8 to close the achievement gap. Goal 3, Action 3.4 describes using LREBG to provide behavior support for early intervention, so students receive the behavioral intervention supports to help them with pro-social skills such as emotion regulation and executive functioning strategies.

Under Goal 2, the District's unwavering commitment to narrowing the opportunity gap, particularly for unduplicated students (English Learner students and low-income students), is intensified with a strategic focus on academic rigor and support, especially in mathematics. The District is actively exploring and implementing targeted interventions and differentiated instruction to ensure all students achieve mastery in foundational and advanced math skills. Furthermore, the District prioritizes enhanced communication strategies to effectively engage families with language barriers, providing resources and support in their native languages to ensure they are full partners in their children's education. This goal also includes a dedicated effort to increase access and equity in extracurricular activities, ensuring that financial constraints and other barriers do not prevent any student from participating in enriching experiences that foster well-rounded development. The District is committed to dismantling systemic barriers that might impede students from meeting A-G requirements for college and career readiness, with a strategic focus on equitable outcomes in system improvement, data management, and rigorous, culturally responsive instructional practices to ensure every student can thrive academically.

Walnut Valley's dedication to fostering an inclusive and respectful learning environment that prioritizes social-emotional wellness, including issues of race, belonging, and mental health, permeates Goals 2 and 3. Informed by feedback from site instructional leaders, administrators, and educational partners, the District is committed to integrating cultural proficiency and culturally relevant pedagogy into staff professional development and the selection of instructional materials. These efforts are intentionally designed to cultivate a strong sense of belonging, address issues of race and identity, and promote the overall well-being and mental health of all students.

Input from various educational partners, including the Social and Emotional Learning (SEL) Council, District leadership, site administration, and parent focus groups, has underscored the critical imperative of trauma-informed practices, comprehensive mental health support, and proactive school safety measures. To this end, Goal 3 encompasses initiatives to enhance staff professional development in behavioral support, mental health awareness, trauma-informed practices, and restorative practices. Furthermore, the District is actively reviewing and refining its school safety protocols to ensure a secure and supportive learning environment for all. The District is also committed to addressing the impact of homework load on student well-being and academic engagement, seeking balanced and effective assignments.

To create a nurturing and safe school environment that prioritizes student emotional well-being and mental health, Goal 3 initiatives are informed by invaluable insights gleaned from student and parent surveys, as well as feedback from educators and staff. Professional development opportunities will be significantly extended to encompass a broader spectrum of staff, students, and parents, with a strong emphasis on social and emotional learning, trauma-informed practices, restorative approaches, behavior management strategies, and mental health awareness. The District is also committed to increasing access to resources for parent engagement, providing workshops, information sessions, and accessible communication channels to empower parents as active partners in their children's academic and social-emotional development.

Educational partner feedback has been instrumental in the District's unwavering commitment to providing comprehensive and academically rigorous support to Walnut Valley's most vulnerable students, including English Learner students (with specific attention to communication strategies that bridge language barriers), those in foster care, and students from low-income families. This feedback has catalyzed the enhancement and expansion of services tailored to these underserved student populations, as reflected in Goal 2 actions aimed at providing targeted academic interventions, robust language support, and resources that promote social-emotional well-being and a sense of belonging.

Underpinning Goals 1 and 3 are attendance and engagement strategies prioritizing wrap-around support, particularly for homeless youth with high chronic absenteeism. Educational partners have emphasized the importance of maintaining engagement and learning continuity through teacher and counselor check-ins during extended absences and providing academic support to mitigate learning loss. Active participation and engagement from educational partners remain integral to the fabric of the District's culture and operational procedures, informing the Walnut Valley's efforts to create an equitable, rigorous, and supportive learning environment for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engagement: Student Voice and Connectedness to School and Community The District will ensure access and equity for all students' engagement with the school and community by increasing student efficacy, students' voices, and active participation so that all students will graduate from high school as college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District believes in its motto, "Kids First, Every Student, Every Day." This aligns with the District's focus on student engagement as a priority. The 2023 California Dashboard reports the District's chronic absenteeism as Yellow, where 8.1% of Walnut Valley's students have been chronically absent during the 2022-2023 school year, compared to the State rate of 24.3% chronically absent. The District's targeted student groups included students experiencing homelessness (33.3% chronically absent) and students with disabilities (20.7% chronically absent), who were in the red for chronic absenteeism as well the following student groups who were identified as orange: African American students (20% chronically absent), Filipino students (7.1% chronically absent), Hispanic students (19.7% chronically absent), Two or More races (10.3% chronically absent), Socioeconomically Disadvantaged students (11.8% chronically absent), and White students (13.4% chronically absent). Walnut Valley's foster youth students were also identified in the Yellow for Chronic Absenteeism at a rate of 18.2%.

Additional data that supports the District's focused attention on student engagement includes dropout rates and local survey data. The middle school dropout rate of 0% for 2022-2023 and 1.1% for high school demonstrates that Walnut Valley's students are successfully pursuing graduation. The spring 2024 student survey indicates that 92.1% of the respondents agree or strongly agree that the school encourages student feedback and participation. 93.5% of the student respondents agree or strongly agree that the school provides many opportunities for students to actively participate in learning. 95.9% of the student respondents agree or strongly agree that the school provides many opportunities for students to participate in activities and school events. 86.7% feel connected or very well connected to their peers at their school right now. 83.9% of the students feel connected or very well connected to the adults at their school right now, and 86.3% of the students feel like they belong or completely belong at their school.

Consultation with the District's educational partners further contributed to the development of this goal, including LCAP Advisory Council meetings, where the District shared relevant Dashboard data related to chronic absenteeism, attendance rates, middle and high school dropout rates, and graduation rates. Although Walnut Valley's chronic absenteeism rate has not significantly increased since 2022, the

District remains focused on implementing research-based interventions in order to address and increase student engagement. This is supported by feedback from educational partners, who provided input such as “Could we capture qualitative data from school student groups?”, “We need more outlets to provide student's voice,” “What are the root causes of chronic absenteeism?” and “High schoolers equate connectedness with extracurricular activities.” Carnegie Foundation’s research in Improvement Science indicates that by first understanding the problem and the system that produces it, the District can then focus its collective efforts and generate ideas for change. Walnut Valley believes this can only be done in partnership with its educational partners, including the community, families, and site leaders, with students always at the center. Therefore, student engagement begins with a framework of access and equity that provides meaningful access to all educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate	The Districtwide attendance rate is 93% as reported on AERIES for the 2023/2024 school year.	The Districtwide attendance rate is 96.55%, as reported on AERIES for the 2024/2025 school year.		Increase Districtwide attendance rate from 93% to 98%.	The difference from the baseline is +3.55%.
1.2	Chronic Absenteeism Rate	Chronic Absenteeism Indicator (K-8 only) for all students, as reported on the California Dashboard for the 2022/2023 school year, is 8.1% The Chronic Absenteeism Indicator (K-8 only) for homeless youth, as reported on the California Dashboard for the	Chronic Absenteeism Indicator (K-8 only) for all students, as reported on the California Dashboard for the 2023/2024 school year, is 6.4% The Chronic Absenteeism Indicator (K-8 only) for homeless youth, as reported		Decrease the Chronic Absenteeism rate from 8.1% to 5% for all students. Decrease the Chronic Absenteeism rate from 33.3% to 20% for homeless youth. Decrease the Chronic	The difference from baseline for Chronic Absenteeism Indicator (K-8 only) for all students, as reported on the California Dashboard school year, is -1.7% The difference from baseline Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022/2023 school year, is 33.3%. The Chronic Absenteeism Indicator (K-8 only) for foster youth, as reported on the California Dashboard for the 2022/2023 school year, is 18.20%. The Chronic Absenteeism Indicator (K-8 only) for students with disabilities, as reported on the California Dashboard for the 2022/2023 school year, is 20.7%. The Chronic Absenteeism Indicator (K-8 only) for Hispanic students, as reported on the California Dashboard for the 2022/2023 school year, is 19.7%. The Chronic Absenteeism Indicator (K-8 only) for socioeconomically disadvantaged students, as reported on the California	on the California Dashboard for the 2023/2024 school year, is 36%. The Chronic Absenteeism Indicator (K-8 only) for foster youth, as reported on the California Dashboard for the 2023/2024 school year, is 20.8%. The Chronic Absenteeism Indicator (K-8 only) for students with disabilities, as reported on the California Dashboard for the 2023/2024 school year, is 19.3%. The Chronic Absenteeism Indicator (K-8 only) for Hispanic students, as reported on the California Dashboard for the 2023/2024 school year, is 16.1%.		Absenteeism rate from 18.2% to 10% for foster youth. Decrease the Chronic Absenteeism rate from 20.7% to 15% for students with disabilities. Decrease the Chronic Absenteeism rate from 19.7% to 15% for Hispanic students. Decrease the Chronic Absenteeism rate from 11.8% to 7% for socioeconomically disadvantaged students. Decrease the Chronic Absenteeism rate from 13.4 % to 8% for white students. Decrease the Chronic Absenteeism rate from 7.1% to 5%	Indicator (K-8 only) for homeless youth, as reported on the California Dashboard is +2.7%. The difference from baseline Chronic Absenteeism Indicator (K-8 only) for foster youth, as reported on the California Dashboard is +2.6%. The difference from baseline Chronic Absenteeism Indicator (K-8 only) for students with disabilities, as reported on the California Dashboard is 2.6%. The difference from baseline Chronic Absenteeism Indicator (K-8 only) for Hispanic students, as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard for the 2022/2023 school year, is 11.8%. The Chronic Absenteeism Indicator (K-8 only) for white students, as reported on the California Dashboard for the 2022/2023 school year, is 13.4%. The Chronic Absenteeism Indicator (K-8 only) for Filipino students, as reported on the California Dashboard for the 2022/2023 school year, is 7.1%.	The Chronic Absenteeism Indicator (K-8 only) for socioeconomically disadvantaged students, as reported on the California Dashboard for the 2023/2024 school year, is 9.5%. The Chronic Absenteeism Indicator (K-8 only) for white students, as reported on the California Dashboard for the 2023/2024 school year, is 13.5%. The Chronic Absenteeism Indicator (K-8 only) for Filipino students, as reported on the California Dashboard for the 2023/2024 school year, is 5.4%.		for Filipino students.	reported on the California Dashboard, is -0.4%. The difference from baseline Chronic Absenteeism Indicator (K-8 only) for socioeconomically disadvantaged students, as reported on the California Dashboard, is -2.3%. The difference from baseline Chronic Absenteeism Indicator (K-8 only) for white students, as reported on the California Dashboard, is +0.1%. The difference from baseline Chronic Absenteeism Indicator (K-8 only) for Filipino students, as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						reported on the California Dashboard year, is -1.7%.
1.3	Middle School Dropout Rate	The Districtwide middle school drop-out rate is 0% for the 2023/2024 school year as reported to CALPADS.	The Districtwide middle school drop-out rate is 0% for the 2024/2025 school year as reported to CALPADS.		Maintain a 0% drop out rate at all middle schools.	The difference from the baseline is 0%.
1.4	High School Dropout Rate	The Districtwide high school drop-out rate is 1.1% as reported on the 2023/2024 Data Quest.	The Districtwide high school drop-out rate is 0.8% as reported on the 2024/2025 Data Quest.		Maintain a high school drop-out rate less than 2%.	The difference from the baseline is -0.3%.
1.5	Locally administered Student Survey to gauge continuous improvement for student engagement and connectedness to school and community	The spring 2024 student survey indicates that 92.1% of the student respondents agree or strongly agree that the school highly encourages student feedback and participation. In the spring 2024 student survey, 93.5% of the student respondents agreed or	The spring 2025 student survey indicates that 94.7% of the student respondents agree or strongly agree that the school highly encourages student feedback and participation. In the spring 2025 student survey,		Maintain the 92% for feedback and participation. Maintain the 94% for opportunities to participate in the learning. Maintain the 96% for opportunities for students to participate in	The difference from baseline for student respondents who agree or strongly agree that the school highly encourages student feedback and participation is +2.6%. The difference from baseline for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		strongly agreed that the school provides many opportunities for students to actively participate in learning. The spring 2024 student survey indicates that 95.9% of the student respondents agree or strongly agree that the school provides many opportunities for students to participate in activities and school events. In the same survey, 86.7% of students indicated that they feel connected or very connected to their peers at school. The spring 2024 student survey indicates that 83.9% of students felt connected enough to an adult that they could go to a trusted adult for help if needed. Overall, 86.3% of the students reported feeling like they belonged or completely	96.2% of the student respondents agreed or strongly agreed that the school provides many opportunities for students to actively participate in learning. The spring 2025 student survey indicates that 96.7% of the student respondents agree or strongly agree that the school provides many opportunities for students to participate in activities and school events. In the same survey, 91.9% of students indicated that they feel connected or very connected to their peers at school. The spring 2025 student survey indicates that 84%		activities and school events. Increase the peer connections to 90%. Increase the adult connections to 90%. Increase the sense of belonging to 90%.	student respondents who agreed or strongly agreed that the school provides many opportunities for students to actively participate in learning is +2.7%. The difference from baseline for student respondents who agree or strongly agree that the school provides many opportunities for students to participate in activities and school events is +0.8%. The difference from baseline for students who indicated that they feel connected or very connected to their peers at school is +5.2%. The difference from baseline for students who felt

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		belonged while at their school.	of students felt connected enough to an adult that they could go to a trusted adult for help if needed. Overall, 92.5% of the students reported feeling like they belonged or completely belonged while at their school.			connected enough to an adult that they could go to a trusted adult for help if needed is +0.1%. The difference from baseline for students who felt connected enough to an adult that they could go to a trusted adult for help if needed is +6.2%.

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, out of 6 action items in Goal #1, 4 were fully implemented, and 2 were partially implemented. The fully implemented actions focused on attendance monitoring, student voice, diversity training, and technology for connectedness. The partially implemented actions related to attendance support for unduplicated pupils and family engagement efforts.

Action Item 1.1 - Attendance and Engagement - Fully Implemented
Successes: Established a comprehensive program that successfully enhanced student engagement and fostered positive attendance habits across the District. Effective collaboration between counselors, Student Staff Resource Advisors, and Grade Level Coordinators working collaboratively with both site and District administration to monitor students. Attendance office staff implemented proactive monitoring systems to identify and provide timely assistance to students with attendance concerns. Targeted strategies were developed with a specific focus on improving attendance among historically underserved student populations. Coordinated approach involving multiple stakeholders created a robust support network for students with attendance challenges.
Challenges: While implementation was thorough, ongoing attention is needed to ensure the sustainability of these practices and continued reduction in dropout rates. Maintaining consistent support across all school sites required significant coordination efforts.

Action Item 1.2 - Student Voice - Fully Implemented
Successes: Various principal-led student advisory groups were successfully organized across all Walnut Valley schools, ensuring representation from diverse student groups and demographics. School and District leadership effectively utilized student feedback to assess, measure, and improve school climate on an ongoing basis. The Superintendent's Student Advisory Council meetings provided valuable opportunities for student leaders to develop important leadership skills and provide meaningful input on District initiatives. Students actively participated in representing diverse student groups and demographics, significantly increasing student voice in decision-making processes. The District successfully created multiple platforms and processes for students to share their input and ideas on enhancing their school and community engagement.
Challenges: Ensuring consistent representation from all student demographics required ongoing attention and intentional outreach efforts. Balancing student input with administrative constraints sometimes presented challenges in implementation of student-generated ideas.

Action Item 1.3 - Diversity Training - Fully Implemented
Successes: Educational Services successfully collaborated with the Arbinger Institute to deliver comprehensive training sessions focused on cultivating a positive mindset among staff and students. Dr. Cruz delivered an impactful five-part professional development series addressing interventions, barriers, and external factors that impact learning for diverse student populations. Training effectively helped staff identify systemic barriers that create inequitable learning experiences for students. Professional development focused on creating restorative practices within school sites, enhancing the overall approach to student discipline and conflict resolution. The Arbinger training was successfully implemented during both the Parent Leadership Seminar and Leadership Development Seminar, extending the impact beyond just staff. These efforts enhanced culturally responsive teaching and learning practices that promote inclusivity, respect, and relevance for both staff and high school students.
Challenges: Ensuring consistent application of training principles across all classrooms and school sites required ongoing reinforcement and follow-up. Measuring the direct impact of cultural proficiency training on student outcomes presented assessment challenges.

Action Item 1.4 - Attendance Support for Unduplicated Pupils - Partially Implemented
Successes: The Child Welfare and Attendance Technician provided general attendance support, and some resources were available for homeless and low-income students. There were efforts to coordinate services despite limited staffing.
Challenges: Job responsibilities were misaligned - the Child Welfare and Attendance Technician position does not provide support specifically for foster youth as originally intended in the implementation plan. Support resources were significantly reduced when the county removed the foster youth liaison during the school year. This reduction affected the District's ability to provide targeted attendance support for foster youth, homeless students, and low-income families.
Barriers: External decision by the county to pull liaison support reduced available resources for the foster youth population. Lack of a clear role definition for the Child Welfare and Attendance Technician in relation to foster youth support. The unexpected removal of county support required the District to reconsider how to provide necessary resources for unduplicated student populations.

Action Item 1.5 - Connectedness Through Technology - Fully Implemented
Successes: The Educational Technology division successfully facilitated the use of technology by students and staff to share learning experiences with parents. Google Meet was effectively utilized for remote meeting participation by families who could not attend in-person events or conferences, significantly increasing parent engagement opportunities. Live streaming technology was successfully implemented for important parent meetings at both District and school sites, ensuring broader access to critical information. These technology initiatives

effectively enhanced student engagement by providing alternative means of participation. Digital tools strengthened connections between students and their families who might otherwise be unable to participate in school activities due to work, transportation, or other barriers. The implementation of these technologies supported equity by ensuring all families had access to school events and meetings regardless of their ability to attend in person.
Challenges: Ensuring all families had equal access to the necessary technology and internet connectivity required additional support and resources. Training staff to effectively use streaming and virtual meeting technologies required ongoing professional development.

Action Item 1.6 - Family and Educational Partners Involvement - Partially Implemented
Successes: "Let's Talk" platform continued to be utilized on a daily basis to ensure parent involvement and input from educational partners. Walnut Valley successfully hosted its first-ever "Let's Talk" event, bringing together parents from all 15 school sites for an evening of open dialogue and connection with District leaders. The event created a valuable space for families to share their experiences, celebrate successes, and voice challenges related to their children's academic and social-emotional development.
Challenges: Extended vacancy in the Public Information Specialist position from October to June significantly impacted communication efforts. The vacancy limited the District's ability to ensure accurate, relevant, and timely communication to all educational partners as outlined in the implementation plan.

There are no actions that were implemented in a way that substantively differed from the adopted plan.

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.

No material differences.

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

Out of the 6 actions implemented for Goal #1, 3 actions were found to be effective and 3 were partially effective based on the collected data and evidence.

Effective Actions (3):

Action 1.2: Student Voice - This action has been effective as evidenced by significant improvements in student engagement metrics. Survey data shows 94.7% of students agree that schools encourage feedback and participation (up 2.6% from baseline), 96.2% agree schools provide learning participation opportunities (up 2.7%), and 96.7% agree schools offer activity participation opportunities (up 0.8%). Most notably, student connectedness to peers increased by 5.2% to 91.9%, and sense of belonging improved by 6.2% to 92.5%.

Action 1.3: Diversity Training - This collaborative effort with the Arbinger Institute has proven effective by showing positive impacts across multiple metrics. The Districtwide suspension rate decreased by 0.4%, with more dramatic improvements for vulnerable populations: suspension rates for foster youth decreased by 10.1% and for homeless youth by 12.8%. Academic performance per the California

Dashboard also improved, with socioeconomically disadvantaged students increasing 8.9 points in Math and maintaining ELA performance, EL students increasing 10.4 points in Math and 7 points in ELA, and homeless students showing remarkable gains of 21.4 points in Math and 8.9 points in ELA.

Action 1.5: Connectedness Through Technology - The Educational Technology division's initiative has effectively strengthened family-school connections. Survey data indicates 97.5% of parents agree that the District uses diverse communication methods, and 89.1% agree that schools provide access to parent meetings through virtual platforms and recordings, enabling involvement for parents who cannot attend in-person events.

Partially Effective Actions (3):

Action 1.1: Attendance and Engagement - While showing some improvements, this action has been partially effective. The Districtwide attendance rate improved to 96.55% (up 3.55% from previous year), the middle school dropout rate remained at 0%, and the overall dropout rate decreased from 1.1% to 0.8%. However, chronic absenteeism among vulnerable populations increased: up 2.7% for homeless youth and 2.6% for foster youth. More positively, chronic absenteeism decreased by 2.3% for socioeconomically disadvantaged students and by 1.7% for all students overall.

Action 1.4: Attendance Support for Unduplicated Pupils - Attendance support for unduplicated pupils has been partially effective. While chronic absenteeism decreased for socioeconomically disadvantaged students (down 2.3%) and all students overall (down 1.7%), it increased for the most vulnerable populations: homeless youth (up 2.7%) and foster youth (up 2.6%).

Action 1.6: Family and Educational Partners Involvement - Educational Services' efforts to ensure parent involvement have been partially effective. While 97.2% of parents agree that schools provide opportunities for involvement, the vacancy of the Public Information Specialist position from October to June has negatively impacted response rates and timely communication.

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.

There are no changes.

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	Attendance and Engagement	Develop and implement a comprehensive program aimed at enhancing student engagement, fostering positive attendance habits, and decreasing the dropout rate. Collaborate with counselors, Student Staff Resource Advisors, and Grade Level Coordinators to implement a range of support strategies targeting engagement and attendance, with a specific focus on improving attendance among historically underserved students. Ensure that attendance office staff are proactive in monitoring and providing assistance to students with attendance concerns.	$4,723,134.00	No
1.2	Student Voice	District and site administration will actively engage with students through a variety of processes and platforms to gather their input and ideas on enhancing their school and community engagement. This will involve encouraging student participation in representing diverse student groups and demographics, thereby increasing student voice and overall engagement.	$0.00	No
1.3	Diversity Training	Educational Services will collaborate with the Arbinger Institute to offer training sessions focused on cultivating a positive mindset. Additional training will focus staff on identifying systemic barriers that create an inequitable learning experience for students, as well as creating restorative practices within the school site. The goal is to enhance culturally responsive teaching and learning practices that promote inclusivity, respect, and relevance for both staff and high school students.	$0.00	No
1.4	Attendance Support for Unduplicated Pupils	The Child Welfare and Attendance Technician will offer assistance and resources to students and families who are foster youth, homeless, or low-income, ensuring these students have the necessary support to attend school regularly. Additional support will be garnered from the District	$60,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth Liaison, as well as County support for unduplicated student populations.		
1.5	Connectedness Through Technology	The Educational Technology division will facilitate the use of technology by students and staff to enable them to share learning experiences with parents who cannot attend events or meetings. This initiative aims to enhance student engagement and strengthen connections between students and their families.	$0.00	No
1.6	Family and Educational Partners Involvement	Educational Services will continue to ensure parent involvement and input from educational partners through the school and District websites and platforms such as Let's Talk. The Public Information Specialist will collaborate with the District and school sites to ensure accurate, relevant, and timely communication to all educational partners.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Achievement: Access, Student Achievement, College and Career-Readiness Walnut Valley Unified School District will ensure that all students are academically prepared and empowered to be college and career-ready by providing access to a rich and rigorous curriculum that increases student achievement, critical thinking skills, digital citizenship, and creativity in all subject areas.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Walnut Valley Unified School District believes that all students should have access to a rich and rigorous learning environment and instructional program TK-12, which ultimately prepares students to be thoughtful and contributing citizens in a global and digital society. The District continues to maintain high levels of student achievement, as measured by the 2023 CAASPP performance data, 2023 AP exam participation and passing rate, and a high percentage of high school graduation. 76.02% of all students in grades 3-8 and 11 met or exceeded the standards on the English Language Arts CAASPP assessment in 2023 and 70.86% of all students in grades 3-8 and 11 met or exceeded the standards on the Math CAASPP assessment in Spring 2023. 87.54% of Walnut Valley's students passed at least one AP exam with a score of 3 or higher in 2023. The achievement gap between English only students and and English Learner students meeting or exceeding standards on the CAASPP ELA assessment decreased from 44.06% to 44.05%, moving closer to the goal of decreasing the achievement gap from 38% to 37% on the CAASPP ELA assessment and from 2% to 1% on the CAASPP Math assessment. Access to tiered intervention has contributed to the achievement of socio-economically disadvantaged students, who demonstrated content mastery, with 67.21% meeting or exceeding standards in ELA and 62.70% meeting or exceeding standards in math. Socio-economically disadvantaged students responded to interventions and supports provided, as evidenced in local and state assessments. With access to small group intervention, summer remediation, and strong partnerships between home and school through family education, 67.21% met or exceeded standards in ELA, and 62.70% met or exceeded the standards in Math, inching closer to the intended goal of 77% and 75%

respectively. After the barriers to student learning due to COVID-19, Walnut Valley's students' achievement has continued to improve or remain the same.

Meaningful consultation with the District's educational partners further contributed to the development of this goal, including input from the community, families, site leaders, and students. Recommendations and input from LCAP meetings included comments such as “recommend possibly integrating different levels of students, such as Pre-AP classes at the high school level,” and “provide more support for students for vocational programs” and “we are hoping to see an increase in A-G course completion rates.” Based on this quantitative and qualitative data, the District will continue to pursue a focus goal of student achievement while maintaining meaningful involvement with all educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Fully Credentialed and Appropriately Assigned Teachers (Local Human Resources Data, LACOE Reports, and AERIES)	Out of the fully credentialed teachers, 99% of teachers are fully credentialed and 99.8% are appropriately assigned for the 2023/2024 school year. One health teacher does not have a health credential and three teachers are on intern credentials and one teacher has a short-term staff permit.	Out of the fully credentialed teachers, 99.5% of teachers are fully credentialed and 97% are appropriately assigned for the 2024/2025 school year. Two teachers have intern credentials and one teacher has a short-term staff permit.		100% of teachers will be fully credentialed and appropriately assigned.	Difference from the baseline is +0.5% for teachers who are fully credentialed and -2.8% for teachers who are appropriately assigned.
2.2	Access to Standards-Aligned Instructional Materials	Maintained 100% compliance with recently adopted state academic standards or curriculum frameworks.	Maintained 100% compliance with recently adopted state academic standards or		Maintain 100% compliance with recently adopted state academic standards or	Difference from the baseline for compliance with state academic standards or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of students will have access to standards-aligned instructional materials (per Fall 2023 Williams).	curriculum frameworks. 100% of students will have access to standards-aligned instructional materials (per Fall 2024 Williams).		curriculum frameworks. 100% of students will have access to standards-aligned instructional materials.	curriculum frameworks and 0% for access to standards-aligned instructional materials is 0%.
2.3	Implementation of State Standards: Implementation of academic content, including how English Learner students will access the Common Core State Standards and ELD standards as demonstrated on the Local Performance Indicator LEA Rating for use of Collaborative Time to inform improved instructional delivery. Rating Scale: 1-Exploration & Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation	70.6% proficiency rate for Grades 3-8 (ELA STAR Diagnostic) as of February 2024. 70.5% proficiency rate for Grades 3-5 End of Year Math Benchmark Assessments (Math STAR Diagnostic) as of February 2024. May 2024: 6th grade math placement test results from 5th graders. 46% mastered 5th-grade standards and 25.3% mastered 6th-grade math standards. LEA Rating 2023/2024 English Language Arts: 4 English Language Development: 3	71% proficiency rate for Grades 3-8 (ELA STAR Diagnostic) as of February 2025. 80% proficiency rate for Grades 3-5 End of Year Math Benchmark Assessments (Math STAR Diagnostic) as of February 2025. May 2025: 6th grade math placement test results from 5th graders. 76% mastered 5th-grade standards and 47% mastered 6th-grade math standards.		Increase to 75% proficiency rate for Grades 3-8 (ELA STAR Diagnostic). Increase to 75% proficiency rate for Grades 3-5 (Math STAR Diagnostic). Increase to 50% of 5th graders mastering 5th grade standards and 30% of 5th-graders mastering 6th-grade standards, as demonstrated on the spring 6th grade math placement test. LEA Rating English Language Arts: 5	Difference from the baseline is +0.4% for the Grades 3-8 ELA STAR Diagnostic. Difference from the baseline is +9.5% for the Grades 3-5 End of Year Math Benchmark Assessments. Difference from the baseline for the 6th grade math placement test results is +30% for students mastering 5th-grade standards and +21.7% for students mastering 6th-grade standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5-Full Implementation & Sustainability	Mathematics: 4 Next Generation Science: 4 History-Social Science: 3	LEA Rating 2024/2025: English Language Arts: 4 English Language Development: 3 Mathematics: 4 Next Generation Science: 4 History-Social Science: 2		English Language Development: 5 Mathematics: 5 Next Generation Science: 5 History-Social Science: 5	Difference from the baseline for the LEA Rating for use of Collaborative Time to inform improved instructional delivery: English Language Arts: -0.0 English Language Development: -0.0 Mathematics: -0.0 Next Generation Science: -0.0 History-Social Science: -1.0
2.4	Parent Input in Decision Making	Spring 2024 Local SEL/Climate Survey Local Performance Indicator (Priority 3): 90.2% of parents feel that Walnut Valley schools value and use parent feedback in shaping the educational experience for all students. 92.1% of parents feel that Walnut Valley schools value and use parent feedback to provide safe, respectful,	Spring 2025 Local SEL/Climate Survey Local Performance Indicator (Priority 3): 92.1% of parents feel that Walnut Valley schools value and use parent feedback in shaping the educational experience for all students.		Maintain baseline: 90.2% of parents feel that Walnut Valley schools value and use parent feedback in shaping the educational experience for all students. 92.1% of parents feel that Walnut Valley schools value and use parent feedback to provide safe, respectful,	Difference from the baseline for the percentage of parents who feel that Walnut Valley schools value and use parent feedback in shaping the educational experience for all students is +1.9% Difference from the baseline for the percentage of parents who feel that Walnut Valley

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		equitable, and inclusive learning environments for all students.	93.3% of parents feel that Walnut Valley schools value and use parent feedback to provide safe, respectful, equitable, and inclusive learning environments for all students.		equitable, and inclusive learning environments for all students.	schools value and use parent feedback to provide safe, respectful, equitable, and inclusive learning environments for all students is +1.2%.
2.5	Parent Participation in Programs for All Students	Spring 2024 Local SEL/Climate Survey Local Performance Indicator (Priority 3): 94% of the survey respondents indicate that they agree or strongly agree that schools provide opportunities for parents to be involved. 90.2 % of the survey respondents indicate that they agree or strongly agree that schools value and use parent feedback in shaping the educational experience for all students. Districtwide, over 290 parents of English	Spring 2025 Local SEL/Climate Survey Local Performance Indicator (Priority 3): 96.9% of the survey respondents indicate that they agree or strongly agree that schools provide opportunities for parents to be involved. 92.1% of parents feel that Walnut Valley schools value and use parent feedback in shaping the educational		Maintain baseline: 94% of the survey respondents indicate that they agree or strongly agree that schools provide opportunities for parents to be involved. 90.2% of the survey respondents indicate that they agree or strongly agree that schools value and use parent feedback in shaping the educational experience for all students.	Difference from the baseline for the percentage of survey respondents indicate that they agree or strongly agree that schools provide opportunities for parents to be involved is +2.9%. Difference from the baseline for the percentage of parents who feel that Walnut Valley schools value and use parent feedback in shaping the educational

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learner students participated in the school's English Learner Advisory Council.	experience for all students. Districtwide, over 208 parents of English Learner students participated in the school's English Learner Advisory Council.		Districtwide, over 290 parents of English Learner students participated in the school's English Learner Advisory Council.	experience for all students is +1.9% Difference from the baseline for the number of English Learner parents who participated in the school's English Learner Advisory Council is -82.
2.6	Performance on statewide CAASPP ELA assessments	76.02% (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP. 29.88% of English Learner students (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP. 67.21% of socioeconomically disadvantaged students (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP. 25% of foster youth (grades 3-8 and 11) met/exceeded	76.04% (grades 3-8 and 11) met/exceeded standards on the ELA 2024 CAASPP. 25.95% of English Learner students (grades 3-8 and 11) met/exceeded standards on the ELA 2024 CAASPP. 69.10% of socioeconomically disadvantaged students (grades 3-8 and 11) met/exceeded standards on the		Increase to 78% met/exceeded standards on CAASPP ELA. Increase to 35% met/exceeded for English Learner students on CAASPP ELA. Increase to 70% met/exceeded for socioeconomically disadvantaged on CAASPP ELA. Increase to 30% met/exceeded for foster youth on CAASPP ELA.	Difference from the baseline on the ELA 2024 CAASPP is +0.02%. Difference from the baseline for English Learner students is -3.93%. Difference from the baseline for socioeconomically disadvantaged students is +1.89%. Difference from the baseline for foster youth is not available because the data is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards on the ELA 2023 CAASPP. 30.52%% of students with disabilities (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP.	ELA 2024 CAASPP. In order to protect student privacy, data is suppressed because fewer than 11 foster youth students tested on the ELA 2024 CAASPP. 28.54% of students with disabilities (grades 3-8 and 11) met/exceeded standards on the ELA 2024 CAASPP.		Increase to 35% met/exceeded for students with disabilities on CAASPP ELA.	suppressed in order to protect student privacy. Difference from the baseline for students with disabilities is -1.98%.
2.7	Performance on statewide CAASPP Math assessments	70.86% (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. 48.19% of English Learner students (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. 62.70% of socioeconomically disadvantaged students	72.17% (grades 3-8 and 11) met/exceeded standards on the Math 2024 CAASPP. 44.65% of English Learner students (grades 3-8 and 11) met/exceeded standards on the Math 2024 CAASPP.		Increase to 72% met/exceeded standards on CAASPP Math. Increase to 50% met/exceeded for English Learner students on CAASPP Math. Increase to 65% met/exceeded for socioeconomically	Difference from the baseline on the Math 2024 CAASPP is +1.31%. Difference from the baseline for English Learner students is -3.54%. Difference from the baseline for socioeconomically disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. 18.18% of foster youth (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. 20.00% of homeless youth met/exceeded standards on the Math 2023 CAASPP. 24.57%% of students with disabilities (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP.	65.73% of socioeconomically disadvantaged students (grades 3-8 and 11) met/exceeded standards on the Math 2024 CAASPP. In order to protect student privacy, data is suppressed because fewer than 11 foster youth tested on the Math 2024 CAASPP. 26.67% of homeless youth met/exceeded standards on the Math 2024 CAASPP. 24.21% of students with disabilities (grades 3-8 and 11) met/exceeded standards on the Math 2024 CAASPP.		disadvantaged on CAASPP Math. Increase to 25% met/exceeded for foster youth on CAASPP Math. Increase to 25% met/exceeded for homeless youth on the CAASPP Math. Increase to 30% met/exceeded for students with disabilities on CAASPP Math.	students is +3.03%. Difference from the baseline for foster youth is not available because the data is suppressed in order to protect student privacy. Difference from the baseline for homeless students is +6.7%. Difference from the baseline for students with disabilities is -0.36%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	California Science Test	59.77% (grades 3-8 and 11) met/exceeded standards on the 2023 CAST.	59.82% (grades 3-8 and 11) met/exceeded standards on the 2024 CAST.		Increase to 61% met/exceeded standards on CAST.	Difference from the baseline on the 2024 CAST is +0.05%.
2.9	The achievement gap percentage of students meeting or exceeding standards on the CAASPP Math and ELA exams.	The 2023 achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in ELA is 43.67% (English Only 73.55% / English Learner students 29.88%). The achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in Math is 13.79% (English Only 61.98% / English Learner students 48.19%). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students	The 2024 achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in ELA is 48.18%(English only 74.13% / English Learner students 25.95%). The achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in Math is 20.36% (English Only 65.01% / English Learner students 44.65%).		Decrease the achievement gap between English only students and English Learner students meeting or exceeding standards on the CAASPP assessment in ELA from 43.67% to 42%. Decrease the achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in Math from 13.79% to 12%. Decrease the achievement gap between Not Economically Disadvantaged	Difference from the baseline for the achievement gap for English Learner students on the ELA CAASPP is +4.51%. Difference from the baseline for the achievement gap for English Learner students on the Math CAASPP is +6.57%. Difference from the baseline for the achievement gap for socioeconomically disadvantaged students on the ELA CAASPP is -2.37%. Difference from the baseline for the achievement gap for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meeting or exceeding standards on the CAASPP test in ELA is 12.19% (Not Economically Disadvantaged 79.40% / Economically Disadvantaged 67.21%). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in Math is 11.28% (Not Economically Disadvantaged 73.98% / Economically Disadvantaged 62.70%). The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in ELA is 51.11% (not foster youth 76.11% / foster youth 25.00%).	The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in ELA is 9.82% (Not Economically Disadvantaged 78.92% / Economically Disadvantaged 69.10%). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in Math is 9.09% (Not Economically Disadvantaged 74.82% / Economically Disadvantaged 65.73%).		and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in ELA from 12.19% to 11%. Decrease the achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in Math from 11.28% to 9%. Decrease the achievement gap between not foster youth and foster youth meeting or exceeding standards on the CAASPP test in ELA from 51.1% to 49%. Decrease the achievement gap between not foster	socioeconomically disadvantaged students on the Math CAASPP is -2.19%. Difference from the baseline for the achievement gap for foster youth on the ELA and Math CAASPP is not available because the data is suppressed in order to protect student privacy. Difference from the baseline for the achievement gap for students with disabilities on the ELA CAASPP is +1.95%. Difference from the baseline for the achievement gap for students with disabilities on the Math CAASPP is +1.58%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The achievement gap between Not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in Math is 52.76% (Not foster youth 70.94% / foster youth 18.18%). The achievement gap between Students with No Reported Disabilities and Students with Disabilities meeting or exceeding standards on the CAASPP test in ELA is 49.08% (Students with No Reported Disabilities 79.60% / Students with Disabilities 30.52%). The achievement gap between Students with No Reported Disabilities and Students with Disabilities meeting or exceeding standards on the CAASPP test in Math is 49.86% (Students with No Reported Disabilities 74.43% / Students with Disabilities 24.57%).	The achievement gap between not foster youth and foster youth meeting or exceeding standards on the CAASPP test in ELA and Math is not available: in order to protect student privacy, data is suppressed because fewer than 11 foster youth students tested on the ELA and Math 2024 CAASPP. The achievement gap between Students with No Reported Disabilities and Students with Disabilities meeting or exceeding standards on the CAASPP test in ELA is 51.03% (Students with No Reported Disabilities 79.57% / Students with		youth and foster youth students meeting or exceeding standards on the CAASPP test in Math from 52.76% to 50%. Decrease the achievement gap between Students with No Reported Disabilities and Students with Disabilities meeting or exceeding standards on the CAASPP in ELA from 49.08% to 48%. Decrease the achievement gap between Students with No Reported Disabilities and Students with Disabilities meeting or exceeding standards on the CAASPP in Math from 49.86% to 48%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disabilities 28.54%). The achievement gap between Students with No Reported Disabilities and Students with Disabilities meeting or exceeding standards on the CAASPP test in Math is 51.44% (Students with No Reported Disabilities 75.65% / Students with Disabilities 24.21%).			
2.10	A-G Completion Rates: Percentage of students meeting the UC/CSU 'A-G' requirements	72% of graduating seniors met A-G requirements in Spring 2023. 40% of English Learner students meeting A-G (93 graduating seniors, 37 completed A-G) in Spring 2023. 61% of low-income students meeting A-G (408 graduating	68% of graduating seniors met A-G requirements in 2024. 43% of English Learner students meeting A-G 128 EL graduating seniors, 55 completed A-G) in Spring 2024.		Increase to 75% of graduating seniors meeting A-G requirements. Increase to 45% of English Learner students meeting A-G requirements. Increase to 65% of low income students meeting A-G requirements.	Difference from the baseline for seniors meeting A-G requirements is -4%. Difference from the baseline for English Learner students is +3%. Difference from the baseline for low-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		seniors, 248 completed A-G) in Spring 2023. 38% of foster youth meeting A-G (8 graduating seniors, 3 completed A-G) in Spring 2023.	59% of low-income students meeting A-G (456 graduating seniors, 268 completed A-G) in Spring 2024. 0% of foster youth meeting A-G (4 graduating seniors, 0 completed A-G) in Spring 2024.		Increase to 40% of foster youth meeting A-G requirements.	income students is -2%. Difference from the baseline for foster youth is -38%.
2.11	Career Technical Education Completion: Percentage of students with Pathway Completion	26% Pathway Completion, as reported by 2023 CALPADS.	25% Pathway Completion, as reported by 2024 CALPADS.		Increase to 30% pathway completion.	Difference from the baseline for Pathway Completion is -1%.
2.12	Percentage of students who have successfully completed both 'A-G' and CTE courses	7% of students successfully completed both A-G and CTE courses in 2023 CA School Dashboard.	6% of students successfully completed both A-G and CTE courses in 2024 CA School Dashboard.		Increase to 9% A-G and CTE courses.	Difference from the baseline for A-G and CTE course completion is -1%.
2.13	Percentage of English Learner students who made progress toward English Proficiency measured by ELPAC	60% of English Learner students making progress toward English Proficiency, 2023, as measured by the 2023 CA Dashboard.	64.9% of English Learner students making progress toward English Proficiency, as measured by the		Increase to 65% of ELs making progress toward English Proficiency as measured by the CA Dashboard.	Difference from the baseline for English Learner students making progress toward English Proficiency is +4.9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 CA Dashboard.			
2.14	English Learner Reclassification Rate	20.2% of English Learner students reclassified as Fluent English Proficient in 2022-2023 Data Quest.	20.8% of English Learner students reclassified as Fluent English Proficient, as reported in 2023-2024 Data Quest.		Increase to 22% of English Learner students reclassifying as Fluent English Proficient.	Difference from the baseline for English Learner students' reclassification is +0.6%.
2.15	Passage of AP Exam with a score of 3 or higher	87.54% passing at least 1 AP exam with a score of 3 or higher in 2023.	89.5% passing at least 1 AP exam with a score of a 3 or higher in 2024.		Increase to 89% passing at least 1 AP exam with a score of 3 or higher.	Difference from the baseline is +1.96%.
2.16	Early Assessment Program (EAP) college preparedness rate (as measured by 11th grade CAASPP scores indicating standard exceeded (Ready) or standard met (Conditionally Ready) in ELA	In 2022/2023, 49.2% of students are EAP college-ready (exceeded) and 28.7% are conditionally ready (met) in ELA. 0% of English Learner students are EAP college-ready (exceeded) and 5.9% are conditionally ready (met). 42.3% of low-income students are EAP college-ready (exceeded) and 27.5%	In 2023/2024, 46.0% of students are are EAP college-ready (exceeded) and 31.6% are conditionally ready (met) in ELA. 0% of English Learner students are EAP college-ready (exceeded) and 0% are conditionally ready (met). 41.8% of low-income students		Increase to 50% of students that are EAP college-ready (exceeded) in ELA and 30% conditionally ready (met). Increase to 10% of English Learner students that are EAP college-ready (exceeded) and 10% conditionally ready (met). Increase to 50% of low-income students that are	Difference from the baseline for students who are EAP college-ready in ELA is -3.2% and students who are conditionally ready is +2.9%. Difference from the baseline for English Learner students who are EAP college-ready is 0% and who are conditionally ready is -5.9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are conditionally ready (met). 25.0% of foster youth are EAP college-ready (exceeded), and 0% are conditionally ready (met). 10.6% of students with disabilities EAP college-ready (exceeded) and 20.0% are conditionally ready (met).	are EAP college-ready (exceeded) and 0% are conditionally ready (met). 0% of foster youth are EAP college-ready (exceeded), and 0% are conditionally ready (met). 13.3% of students with disabilities EAP college-ready (exceeded) and 0% are conditionally ready (met).		EAP college-ready (exceeded) and 35% conditionally ready (met). Increase to 30% of foster youth that are EAP college-ready (exceeded) and 10% conditionally ready (met) Increase to 15% of students with disabilities that are EAP college-ready (exceeded) and 25% conditionally ready (met).	Difference from the baseline for low-income students who are EAP college-ready is -1.5% and who are conditionally ready is -27.5% Difference from the baseline for foster youth who are EAP college-ready is +25% and who are conditionally ready is 0%. Difference from the baseline for students with disabilities who are EAP college-ready is +2.7% and who are conditionally ready is -20%.
2.17	Early Assessment Program (EAP) college preparedness rate (as measured by 11th grade CAASPP scores indicating standard exceeded (Ready) or standard met (Conditionally Ready) in Math	In 2022/2023, 40.2% of students are EAP college-ready (exceeded) and 24.3% are conditionally ready (met) in 2024 in Math. 13.5% of English Learner students are EAP college-ready	In 2023/2024, 39.4% of students are EAP college-ready (exceeded) and 24.2% are conditionally ready (met) in 2024 in Math.		Increase to 42% of students that are EAP college-ready (exceeded) in Math and 26% are conditionally ready (met). Increase to 20% of English Learner	Difference from the baseline for students who are EAP college-ready in Math is -0.8% and students who are conditionally ready is -0.1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(exceeded), and 25.0% are conditionally ready (met). 35.0% of low-income students are EAP college-ready (exceeded) and 24.1% are conditionally ready (met). 0% of foster youth are EAP college-ready (exceeded), and 0% are conditionally ready (met). 7.2% of students with disabilities are EAP college-ready (exceeded), and 9.6% are conditionally ready (met).	5.3% of English Learner students are EAP college-ready (exceeded) and 24.6% are conditionally ready (met). 38.3% of low-income students are EAP college-ready (exceeded) and 23.7% are conditionally ready (met). 0% of foster youth are EAP college-ready (exceeded) and 0% are conditionally ready (met). 9.3% of students with disabilities are EAP college-ready (exceeded) and 5.8% are conditionally ready (met).		students that are EAP college-ready (exceeded) and 35% are conditionally ready (met). Increase to 40% of low-income students that are EAP college-ready (exceeded) and 35% are conditionally ready (met). Increase to 10% of foster youth that are EAP college-ready (exceeded) and 10% are conditionally ready (met). Increase to 12% of students with disabilities that are EAP college-ready (exceeded) and 12% are conditionally ready (met).	Difference from the baseline for English Learner students who are EAP college-ready is -8.2% and who are conditionally ready is -0.4%. Difference from the baseline for low-income students who are EAP college-ready and conditionally ready is +3.3% and who are conditionally ready is -0.4%. Difference from the baseline for foster youth who are EAP college-ready is 0% and who are conditionally ready is 0%. Difference from the baseline for students with disabilities who are EAP college-ready is +2.1% and who are conditionally ready is -3.8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	High School Graduation Rate	97.78% of all students' graduation rate in 2022/2023 (1214 cohort students, 1187 graduated). 94% of English Learner students' graduation rate (99 cohort students, 93 graduated). 99% of low-income students' graduation rate (414 cohort students, 408 graduated). 100% of foster youths' graduation rate (8 cohort students, 8 graduated).	96.7% of all students' graduation rate in 2023/2024 (1196 cohort students, 1157 graduated). 95% of English Learner students' graduation rate (135 cohort students, 128 graduated). 97% of low-income students' graduation rate (470 cohort students, 456 graduated). 80% of foster youths' graduation rate (5 cohort students, 4 graduated).		Increase to 99% for all students' graduation rate. Increase to 95% of English Learner students' graduation rate. Increase to 100% of low-income students' graduation rate. Maintain 100% of foster youths' graduation rate.	Difference from the baseline for all students' graduation rate is -1.08%. Difference from the baseline for English Learner students is +1%. Difference from the baseline for low-income students is -2%. Difference from the baseline for foster youth is -20%.
2.19	Access to and enrollment in a broad course of study	2023/2024 Enrollment Elementary: Number of students enrolled in Dual Language Immersion: 302 Number of students enrolled in IB: 1194	2024/2025 Enrollment Elementary: Number of students enrolled in Dual Language Immersion: 305		Maintain baseline enrollment numbers in the following programs: Elementary: Number of students enrolled	Difference from the baseline is as follows: Elementary: Number of students enrolled in Dual Language Immersion: +3.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of students enrolled in PE (all students 1st-5th): 4867 Number of students enrolled in VAPA (all students K-5): 5620 Middle School: Number of students enrolled in VAPA: 1943 (enrolled in any visual or performing - may be duplicated) Number of students enrolled in foreign language: 435 Number of students enrolled in Project Lead the Way (PLTW): 189 Number of students enrolled in Design-Based Learning (DBL): 362 Number of students enrolled in honors classes (SMS and SPMS): 970 High School: Number of students enrolled in VAPA: 1620 (enrolled in any visual or performing - may be duplicated) Number of students enrolled in foreign language: 2726	Number of students enrolled in IB: 1190 Number of students enrolled in PE (all students 1st-5th): 4789 Number of students enrolled in VAPA (all students K-5): 5534 Middle School: Number of students enrolled in VAPA: 2924 (enrolled in any visual or performing - may be duplicated) Number of students enrolled in foreign language: 452 Number of students enrolled in Project Lead the Way (PLTW): 181 Number of students enrolled in Design-Based Learning (DBL): 436 Number of students enrolled in honors classes		in Dual Language Immersion: 302 Number of students enrolled in IB: 1194 Number of students enrolled in PE (all students 1st-5th): 4867 Number of students enrolled in VAPA (all students K-5): 5620 Middle School: Number of students enrolled in VAPA: 1943 (enrolled in any visual or performing - may be duplicated) Number of students enrolled in foreign language: 435 Number of students involved in PLTW: 189 Number of students enrolled in Design-Based Learning: 362 Number of students enrolled in honors classes	Number of students enrolled in IB: -4. Number of students enrolled in PE (all students 1st-5th): -78. Number of students enrolled in VAPA (all students K-5): -86. Middle School: Number of students enrolled in VAPA: +981.(enrolled in any visual or performing - may be duplicated) Number of students enrolled in foreign language: +17. Number of students enrolled in Project Lead the Way (PLTW): -8. Number of students enrolled in Design-Based Learning (DBL): +74. Number of students enrolled in honors classes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of students enrolled in PLTW: 327 Number of students enrolled in Brahma Tech: 255 Number of students enrolled in AP and IB: 677 Number of students enrolled in Pathway Communication Academy: 60 Number of students enrolled in Academic Design Program: 175	(SMS and SPMS): 975 High School: Number of students enrolled in VAPA: (enrolled in any visual or performing - may be duplicated): 1629 Number of students enrolled in foreign language: 2796 Number of students enrolled in PLTW: 107 Number of students enrolled in Brahma Tech: 347 Number of students enrolled in AP and IB: 760 Number of students enrolled in Pathway Communication Academy: 80 Number of students enrolled in Academic Design Program: 174		(SMS and SPMS): 970 High School: Number of students enrolled in VAPA: 1620 (enrolled in any visual or performing - may be duplicated) Number of students enrolled in foreign language: 2726 Number of students enrolled in PLTW: 327 Number of students enrolled in Brahma Tech: 255 Number of students enrolled in AP and IB: 677 Number of students enrolled in Pathway Communication Academy: 60 Number of students enrolled in Academic Design Program: 175	(SMS and SPMS): +5. High School: Number of students enrolled in VAPA: (enrolled in any visual or performing - may be duplicated): +9. Number of students enrolled in foreign language: +70. Number of students enrolled in PLTW: -220. Number of students enrolled in Brahma Tech: +92. Number of students enrolled in AP and IB: +83. Number of students enrolled in Pathway Communication Academy: +20. Number of students enrolled in Academic Design Program: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.20	Pupil outcomes for courses described under EC sections 51210 and 51220 (a)-(i)	72.9% of high school graduates were placed in the "Prepared" level on the College/Career Indicator (2023 California Dashboard). 16.37% of high school graduates earned the State Seal of Biliteracy (2023 DataQuest). Fall 2023 9th Grade Math Placement Data: 93% of 9th-grade students in Algebra 1 or above.	71.2% of high school graduates were placed in the "Prepared" level on the College/Career Indicator (2024 California Dashboard). 26% of high school graduates earned the State Seal of Biliteracy (2024 DataQuest). Fall 2024 9th Grade Math Placement Data: 92% of 9th-grade students in Algebra 1 or above.		Increase to 75% of high school graduates that are placed in the “Prepared” level on the College/Career Indicator on the California Dashboard. Increase to 18% of high school graduates earning the State Seal of Biliteracy. Increase to 95% of 9th grade students in Algebra 1 or above.	Difference from the baseline for graduates on the placed on the "Prepared" level on the College/Career Indicator is -1.7%. Difference from the baseline for high school graduates earning the State Seal of Biliteracy is +9.63%. Difference from the baseline for 9th-grade students in Algebra 1 or above is -1%.

Goal Analysis [2024-25]

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

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

Overall Implementation:
During the 2024/2025 school year, Goal 2 was implemented with fidelity across the District: 16 of the 18 actions were implemented fully; 2 of the 18 actions were implemented partially (Action 2.1 and Action 2.17), and 0 of 18 actions were minimally or not implemented. This goal focused on ensuring that all students are academically prepared and empowered to be college and career-ready. Key elements included a partnership with Dr. Luis Cruz, who facilitated sessions during the regular Principals' Professional Development meetings, presenting a comprehensive series titled "Embracing Transformational Leadership to Intentionally Produce High Levels of Learning for All Students." This

series engaged over 160 District employees from all 14 comprehensive school sites across five sessions. The professional development sessions emphasized the critical role of collective efficacy through the creation of Guiding Coalitions and the deepening of meaningful Professional Learning Communities (PLCs). Dr. Cruz's training redefined teacher and principal leadership roles to foster a shared sense of responsibility and a commitment to equity and access for all students. Dr. Cruz not only provided expert professional development but also dedicates afternoon time facilitating school team processing. This allowed site-based teams to clarify concepts, deepen their understanding, and directly engage with Dr. Cruz for questions and follow-up support, fostering practical application of the learning. The significance of this professional development is further underscored by the support and attendance from the members of the Board of Trustees in the Dr. Cruz PD Series, demonstrating a unified commitment to transformational leadership and collective growth across all levels of the District.

Substantive Differences Between Planned and Actual Implementation:
Action 2.1 was partially implemented: Educational Services worked with principals to establish short-term and long-term training objectives for staff but some professional development, such as Culturally Responsive Pedagogy training was not implemented to the extent that it was planned during 2023/2024.

Action 2.17 was also partially implemented: District and site administration did provide translation services and multiple opportunities for parents to participate. However, the District believes in providing language translation services above and beyond what is required in Education Code section 18985, which requires the translation of school documents for families of students who don't speak English when the count of students speaking a particular language reaches fifteen percent (15%) within the school's population. In addition to Mandarin, the need for Spanish translations and interpretations has increased although Spanish does not reach the required fifteen (15%) according to Education Code. Because stakeholder (parent) engagement is now embedded into all three goals in the District's LCAP, the District will continue to respond to the need for additional language translations in order to provide access for all families.

Successes:
Action 2.2: Although Action 2.1 was partially implemented in 2024/2025, academic professional development to close the achievement gap was implemented with fidelity, including the series on Professional Learning Communities and transformational leadership with Dr. Cruz for all school sites.

Action 2.7: Visual and Performing Arts instruction was expanded at elementary, middle, and high school sites during 2024/2025. K-3 VAPA continued to be taught through a partnership with the LA County Arts Ed Collective. 4th-5th grade students received additional time for music and vocal instruction on a once-weekly basis. Middle school students continued to provide and expand opportunities for students to participate in music, choir, and the arts. The comprehensive high schools also continued to provide and expand courses, electives, and after-school organizations to promote visual and performing arts such as dance, band, theater, and choir.

Challenges:
Action 2.12: Highly qualified teachers, administrators, and support staff. The District worked with intentionality to provide basic conditions of learning to support high levels of student achievement. Human Resources ensured that teachers were appropriately assigned so that our students received instruction from highly-qualified teachers. While the percentage of highly qualified staff increased, the District worked with an outside agency to ensure adequate substitute coverage. Human Resources held multiple job fairs to expedite the hiring process as the demands of staffing increased with the addition of instructional aides for transitional kindergarten and special education.

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.

No material differences.

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

Walnut Valley Unified School District (District) remains committed to providing all TK-12 students an educational experience that maintains academic rigor and social/emotional support to ensure that all students are College and Career ready.

The District made significant progress in the area of access and equity through targeted actions that provided equitable access to a wide range of learning pathways as measured by chronic absenteeism (Metric 1.2) and enrollment in a broad course of study (Metric 2.19) (Actions 2.4, 2.7, 2.8, 2.14):

- Technology and infrastructure improved digital access and connectivity, ensuring all students could engage with instruction (Action 2.4) and Actions 2.8 and 2.14 were also effective in providing access to standards-aligned instructional materials and a broad range of course study as measured by Metric 1.2 (Chronic Absenteeism) and Metric 2.19 (Access to and enrollment in broad course of study). Chronic Absenteeism decreased for all students from 2022/2023 to 2023/2024 from 8.1% to 6.4% and the number of students enrolled in foreign language, Design-Based Learning, Brahma Tech, Advanced Placement (AP) and International Baccalaureate (IB), and Pathway Communication Academy courses increased. In 2024/2025, Diamond Bar High School (DBHS) began its inaugural year of pre-AP classes, a move that replaced traditional honors courses in biology and chemistry and broadened access to advanced academic pathways for a more diverse student population. Due to the success of the pre-AP science courses, beginning the 2025/2026 school year DBHS is planning to replace 10th grade English honors class with AP Seminar for all 10th grade students, thus eliminating regular English and honors English to provide the same rigor for every 10th grade student. AP Seminar prepares students to analyze real-world issues, conduct research, and develop arguments based on evidence. Similarly, Walnut High School (WHS) implemented a significant change in 2024/2025, ensuring all students now take biology, which opens doors to higher-level science courses previously limited by initial placements in Environmental Science. While AP Environmental Science remains an option for advanced study, the elimination of general Environmental Science ensures a foundational science experience for every student and access to a broad course of study for all students.

-Expanded Visual and Performing Arts (VAPA) opportunities promoted inclusive learning experiences and creative expression across all school sites (Action 2.7) as measured by increased enrollment in elementary VAPA (Metric 2.19). The District added an additional elementary VAPA teacher, which allowed elementary students to receive additional weekly instruction in VAPA. This proved very effective as VAPA teachers were able to cover more content, which noticeably improved students' musical skills and performances.

Progress toward the goal of increasing access and equity for English Learner students, foster youth, low-income students, and students with disabilities was somewhat effective, as measured by performance on statewide CAASPP ELA and Math Assessments (Metrics 2.6 and 2.7), the achievement gap percentage of students meeting or exceeding standards on the CAASPP Math and ELA exams (Metric 2.9), and the percentage of English Learner students who made progress toward English Proficiency measured by ELPAC (Metric 2.13) (Actions 2.5, 2.6, 2.10, 2.11, 2.15, 2.16).

Professional Development TK-12 Collaboration was effective in 2023/2024 for all students, including English Learner students, foster youth, and low-income students was effective, as measured by performance on the ELA and Math CAASPP and the achievement gap (Metrics 2.6, 2.7, and 2.9) (Actions 2.1, 2.2, 2.3, 2.9):

- English Learner students made an improvement from Yellow to Green on the English Learner Progress Indicator on the 2024 Dashboard. English Learner students also increased 7 points and performed at Green for English Language Arts (ELA) and increased 10.4 points and achieved Blue in Math on the 2024 Dashboard. Recently Reclassified English Learner students also out-performed English Only students by over 20 points in English Language Arts (ELA) and over 50 points in Math (Actions 2.5, 2.6). Performance on the ELA and Math CAASPP decreased from 29.88% of English Learner students meeting/exceeding standards on the ELA 2023 CAASPP to 25.95% of English Learner students meeting/exceeding standards on the ELA 2024 CAASPP and decreased from 48.19 of English Learner students meeting/exceeding standards on the Math 2023 CAASPP to 44.65% of English Learner students meeting/exceeding standards on the Math 2024 CAASPP. The achievement gap between English only students and English Learner students meeting standards on the ELA and Math CAASPP increased from 43.67% in 2023 to 48.18% in 2024 in the area of ELA and from 13.79% in 2023 to 20.36% in 2024 in the area of Math. In 2024/2025, the District also offered Project GLAD training and refreshers, a lab day, facilitated by District trainers for previously trained teachers, and a comprehensive Project GLAD training, including a foundational workshop and demonstration days designed to meet the needs of English Learner students.

- Data for foster youth students was suppressed for the 2024 ELA and Math CAASPP due to fewer than 11 foster youth students testing.

- Performance on the ELA and Math CAASPP increased from 67.21% of socioeconomically disadvantaged students meeting/exceeding standards on the 2023 ELA CAASPP to 69.10% of socioeconomically disadvantaged students meeting/exceeding standards on the 2024 ELA CAASPP, which continues to remain an area of need in Walnut Valley. However, the achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting standards on the ELA and Math CAASPP decreased from 12.19% in 2023 to 9.82% in 2024 in the area of ELA and from 11.28% in 2023 to 9.09% in 2024 in the area of Math.

- Performance for students with disabilities decreased from 30.52% of students with disabilities meeting/exceeding standards on the 2023 ELA CAASPP to 28.54% of students meeting/exceeding standards on the 2024 ELA CAASPP. 24.57%% of students with disabilities (grades 3-8 and 11) met/exceeded standards on the 2023 Math CAASPP. The achievement gap between Students with No Reported Disabilities and Students with Disabilities meeting standards on the ELA and Math CAASPP increased from 49.08% in 2023 to 51.03% in 2024 in the area of ELA and from 49.86% in 2023 to 51.44% in 2024 in the area of Math. Also in 2024/2025, CAASPP interim assessments were piloted to measure student progress and inform instructional decisions. They also served the purpose of providing teachers with timely data on student learning and mastery of academic standards. Elementary Learning Specialists and high school instructional deans closely monitored student performance on these assessments and facilitated data analysis for teachers to identify areas of strength and areas in need of additional support, allowing for increased equity and access for low-income students and students with disabilities.

- In 2024/2025, four elementary school teams, each including the principal, Elementary Learning Specialist (ELS), and teachers, participated in a comprehensive three-day Improvement Science Summer Institute. This intensive training focused on "Using Improvement Science to Address Equity Problems of Practice," equipping these teams with a structured approach to tackle complex

challenges. Furthermore, elementary school teams utilized ongoing support from Dr. Sandra Lee, educational consultant, to implement the improvement science data protocol, specifically focusing on supporting multilingual learners within mathematics. Recognizing the importance of embedding these practices at the school site level, the District's next steps include furthering the implementation and integration of Improvement Science and Street Data during data days.

Outreach to parents of English Learner students as well as parent education and meetings was somewhat effective in 2023/2024, as measured by A-G Completion Rates (Metric 2.10) and English Learner reclassification rates (Metric 2.14) (Actions 2.17, 2.18):

- The percentage of English Learner students meeting A-G requirements increased from 40% in Spring 2023 to 43% in Spring 2024 and reclassification rates from 2022/2023 to 2023/2024 also slightly increased from 20.2% to 20.8%. However, in site and District meetings, parents reported a growing need for Spanish interpretation and translation, although Spanish does not reach the required fifteen (15%) according to Education Code.

Progress toward the goal of hiring highly qualified teachers and providing mentorship and training through Induction was successful, as measured by Actions 2.12 and 2.13 were effective in 2023/2024, as measured by the percentage of fully credentialed and appropriately assigned teachers (Metric 2.1):

- The percentage of fully credentialed teachers increased from 99% in 2023/2024 to 99.5% in 2024/2025 and the percentage of appropriately assigned teachers decreased slightly from 99.8% in 2023/2024 to 97% in 2024/2025. In 2024/2025, Dr. Greg Gero, an expert in mindful discipline, presented his impactful "Connect, Confront, and Restore" framework to all counselors, principals, and he also provided a keynote address for new teachers at the Induction Professional Development event.

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.

Metric 2.5 was retitled to Parent Participation for All Students

Metric 2.10: The baseline data for the percentage of English Learner students' A-G completion rates and the number of students who graduated for English Learner students, low-income, and foster youth were adjusted due to updates from CALPADs. As a result, the goals were updated as follows:
Increase to 75% (previously 72%) of graduating seniors meeting A-G requirements.
Increase to 45% (previously 35%) of English Learner students meeting A-G requirements.
Increase to 65% (previously 70%) of low income students meeting A-G requirements.
The goal for foster youth meeting A-G requirements remained the same.

Metric 2.16: The baseline data and year 1 outcome data for the percentage of students who are EAP college-ready in ELA was adjusted due to updates from CALPADs. The goal for English learner students and students with disabilities was adjusted but the goals for all other student groups remained the same.

Metric 2.17: The baseline data and year 1 outcome data for the percentage of students who are EAP college-ready in math was adjusted due to updates from CALPADs. The goal remained the same.

Metric 2.18: The baseline data for the percentage of English Learner students' high school graduation rate and the number of students in the cohort in 2022/2023 were adjusted due to updates from CALPADs. The goal remained the same.

Action 2.1: Under the allowable use of funds for Learning Block Recovery Grant, Goal 2, Action 2.1 describes the use of LREBG to provide professional development to staff on the math and English Language Arts framework to identify essential standards, learning progression, and common assessments.

Action 2.9: The description of this action was updated to include specific details: "Teachers will receive professional development and sub days to have time to collaborate and analyze student data to close the achievement gap for English Learner students, foster youth, and low-income students."

Action 2.10: The title of Action 2.10 was updated from "Elementary Learning Specialist" to "Elementary Support" in order to highlight the service provided to all students.

Action 2.11: Under the allowable use of funds for Learning Block Recovery Grant, Goal 2, Action 2.11 describes using LREBG to provide credit recovery to high school students throughout the school year and summer sessions for students in grades K-8 to close the achievement gap.

Action 2.15: The title of Action 2.15 was updated from "High School Instructional Deans" to "High School Support" in order to highlight the service provided to all students.

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	Professional Development and Academic Support Focused on the Whole Child	LREBG Action The Educational Services Division, alongside school site administration and District support staff, aims to deliver continuous professional development and academic support centered on fostering whole-child development. This professional development and academic support will include training in Culturally Responsive Pedagogy, Trauma-Informed	$19,396,120.00	No

Action #	Title	Description	Total Funds	Contributing
		Practices, restorative practices, and Multi-Tiered Levels of Support for both certificated and classified staff members. Collaboratively, the Assistant Superintendent and other Educational Services Directors will work with school principals to establish short-term and long-term training objectives for staff. These training sessions will be conducted during designated staff development days, supplemented by ongoing coaching support during monthly data days. Targeted participants include classroom teachers, instructional aides, guidance counselors, elementary counselors, elementary learning specialists, psychologists, and school administration teams. Under the allowable use of funds for Learning Recovery Emergency Block Grant ($100,000), K-12 teachers will receive professional development on the the updated Common Core math framework and standards to align with the math curriculum adoption. K-5 teachers will also receive professional development on the updated English Language Arts (ELA) curriculum. Based on the District's Needs Assessment, specific student groups, including students with disabilities and long-term English Learner students, demonstrate a need for support in ELA and Math, according to the 2024 CA Dashboard. Long-term English Learner students performed 36.3 points below standard in ELA (Orange) and students with disabilities performed 61.4 points below standard (Orange). The metrics used to measure this will be 2.6 and 2.7: Performance on statewide CAASPP English Language Arts (ELA) and math assessments. According to the research of John Hattie, collective teacher efficacy has the highest effect size on student achievement, with a value of 1.57, which directly correlates to teacher professional development. The effect size of professional development is 0.6, which combined with collective teacher efficacy, will positively effect student achievement in the areas of math and ELA.		
2.2	Academic Professional Development to Close the Achievement Gap	Educational Services will continue to provide professional development for TK-12 educators in the following focus areas: literacy, science, mathematics, and English Language Development with a focus on the following goals: (1) decrease the achievement gap among unduplicated students, including English Learner students, Long Term English learners	$966,677.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(LTELs), foster youth, and those from low-income backgrounds; (2) continue to integrate literacy instruction across subject areas. The Educational Services Team will offer tailored training sessions utilizing District-approved curriculum resources, including ELA and math essential standards, the ELA/ELD Framework, EL Roadmap, Next Generation Science Standards, and Social Studies Standards. Educators will be empowered to deliver targeted and effective instruction through comprehensive training for all TK-12 teachers, focusing on narrowing achievement disparities and embedding literacy instruction across disciplines to ELs, LTELs, foster youth, and low-income students to close the achievement gap.		
2.3	Districtwide Data Sessions	Teachers at all levels will continue to meet through structured collaboration in professional learning communities to analyze student achievement and data. This will ensure that grade-level teams at the elementary sites and departments at the middle and high school sites engage in the cycle of continuous improvement. School teams will identify essential outcomes, align curriculum, develop common assessments and analyze grade-level and student data to identify characteristics of first best instruction and modify and adapt their instruction. At the elementary level, all nine school sites will continue to provide classroom teachers with dedicated time to analyze student data to inform instructional practices, including creating flexible groups for instruction, and analyzing and monitoring students in need of intervention. This time is intended to serve as collaborative working sessions and is not limited to academic data; the time will continue to be used to identify strategies for increasing student engagement and motivation through positive relationship-building and personal connections. Elementary principals and Elementary Learning Specialists will coordinate focused data sessions with each grade level. At the secondary level, all three middle schools and both comprehensive high schools will continue to provide teachers in their prospective subject area time. Secondary teachers will use CAASPP Interim Assessments or	$924,067.00	No

Action #	Title	Description	Total Funds	Contributing
		locally created assessments in Illuminate to demonstrate progress, identify students who need additional support, and continue to move their instructional practices using a systematic approach to ensure students are engaged in their learning. Data Days at the secondary level will provide teachers the opportunity to analyze formative assessment data to decrease the D/F rates before the semester ends. School Administration, department chairs, and Instructional Deans will continue to coordinate focused data days at the secondary level.		
2.4	Infrastructure and Instructional Technology Support	Increase resources in technology to support all students' access to curriculum with a focus on academic rigor, innovation, and engagement. The Information Technology Department will provide a 3-4 year cycle of a device refresh (i.e., Chromebooks, iPads, laptops) to all 15 school sites. Schools will continue to be provided with upgrades in Bandwidth to ensure the fastest access to technology without interruption to instruction. Educational Services will continue to invest in educational software programs to supplement classroom instruction, including but not limited to: Think Central, ALEKS, Imagine Learning and Discovery Education. Educational Services will continue to provide instructional technology support through the use of instructional technology coaches to all 15 school sites. Tech Coaches will continue to provide support, model lessons, co-teach with classroom teachers, and assist with creating common assessments online. This coaching model provides teachers with tools, resources, and supports to create innovative classroom environments integrated with technology to uncover different ways to think critically and problem solve.	$3,772,943.00	No
2.5	Equity and Access	Ensure access for all students to a rich and rigorous learning environment by removing systemic barriers, increasing parent partnerships and	$2,684,758.00	Yes

Action #	Title	Description	Total Funds	Contributing
		involvement with educational partners, and providing professional development to all staff with a focus on equity and access. Educational Services will continue to combine the Culturally Responsive Pedagogy training described in Action 2.1 and the dedicated teacher time described in Action 2.3 to analyze student data and criteria in order to increase the participation of unduplicated students (English Learner students, foster youth, and low-income students) in higher-level courses such as Advanced Placement classes. Educational Services will continue to investigate innovative ways to increase participation in higher-level courses by working collaboratively with guidance counselors, instructional deans, department chairs, and classroom teachers through the use of task forces and curriculum council at the elementary and secondary level. Educational Services will continue to seek input from parents, local educational partners, and staff members through the use of the District's Diversity Think Tank (DTT). Using an equity lens, DTT will continue to analyze practices and data to provide resources to schools to bring a sense of community, cultural respect, and inclusion. Both comprehensive high schools and all three middle schools will continue to provide "boot camps" geared to help unduplicated students in areas such as math, reading, and Advanced Placement. Both comprehensive high schools will work collaboratively with the school administration team, instructional deans, guidance counselors, and classroom teachers to create master schedules to increase opportunities for unduplicated students to take higher-level courses and the standard curriculum that meets A-G requirements and Advanced Placement accessibility. All nine elementary schools will host a parent night to promote college and career readiness. All secondary schools will continue to provide parent nights with a focus on pathways such as: Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement courses, and Dual Enrollment opportunities. Parent nights will be recorded and translated to accommodate working parents and parents that speak English as a second language.		

Action #	Title	Description	Total Funds	Contributing
		Educational Technology Coaches will continue to assist with ELD Progress Monitoring for all teachers to ensure English Learner students are learning English and accessing the core curriculum. The coaches will also continue to provide targeted support to low-income and foster youth students to ensure they have the resources to participate in STEM classes and activities.		
2.6	English Language Development (ELD) Support	Educational Services will continue to work with the county offices of education to provide training for TK-12 teachers on instructional practices geared for English Learner students and Long-Term English Learners (LTELs), such as Project GLAD, Thinking Maps, and Sheltered Instruction Observation Protocol (SIOP). The strategies provide extra support for students learning English as a second language and extra instructional strategies for teachers teaching English Learner students and LTELs. Educational Services and District-adopted textbook publishers will provide ongoing training for structured lessons during designated and integrated English Language Development (ELD) time. The structured ELD time and training will provide sheltered instruction for English Learner students to increase their English language proficiency, which will ultimately help them redesignate and become fluent in English. Two bilingual instructional aides will be provided to all nine elementary schools, three middle schools, and four comprehensive high schools. The bilingual instructional aides will support English Learner students and LTELs in gaining language proficiency and accessing the core curriculum. All nine elementary schools will use a combination of teachers and Bilingual aides to provide before- or after-school tutoring for English Learner students and LTELs using the Imagine Learning Software Program. Imagine Learning is an adaptive learning program that accelerates reading and language proficiency by providing instruction and practice in all four domains of literacy: reading, writing, listening, and speaking.	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Visual and Performing Arts	Visual and Performing Arts instruction will be expanded at elementary, middle, and high school sites for all students. K-3 grade VAPA instruction will continue to be uniformly taught through a partnership with the LA County Arts Ed Collective. All nine elementary schools will coordinate a 10-week course using instructors from the LA County Arts Collective to teach music, theater arts, or dance, interweaving science or social studies to all students in Kindergarten-3rd grade. Educational Services will expand the music instruction to all 4th and 5th grade students through a once-a-week structured music program focused on choir and band. At the middle schools, all students have the opportunity to participate in instrumental music, choir, and the arts. The District's high schools will continue to provide courses, electives, and after-school organizations that promote visual and performing arts such as dance, band, theater, and choir. Walnut Valley continues to provide exceptionally high instruction in the area of Visual and Performing Arts and continues to receive numerous State and National awards. The District's commitment to the arts will continue, with a focus on ensuring access and equity to all students, particularly among underrepresented student groups at the middle and high school level.	$1,835,602.00	No
2.8	Broad Range of Course Study	All schools will provide a broad range of course studies for students in grades TK-12. Educational Services and site administration will ensure elementary students have courses in visual and performing arts (K-5), language art classes, and physical education. All three middle schools will continue to provide pathways in Project Lead the Way, Visual and Performing Arts, publications, and video production and will work with Educational Services to enhance the range of course offerings. Both comprehensive high schools, Diamond Bar and Walnut High School, will continue to expand their broad range of courses through the use of the	$124,484,176.00	No

Action #	Title	Description	Total Funds	Contributing
		Career and Technical Education Program (CTE), partnership with ROP, and dual enrollment opportunities through local colleges. The instructional deans and the Director of Student Services will continue to offer pathways in Engineering and Architectural Design, Health Science and Medical Technology/Patient Care, Public Services/Public Safety, and Education/Child Development. Through the existing partnership with the East San Gabriel Valley Regional Occupational Program (ROP), Educational Services will continue to explore opportunities to provide guidance and support to ensure the District's pathways meet industry standards. Educational Services and Instructional Deans from both comprehensive high schools will collaborate with local colleges to articulate coursework to guarantee students receive both high school and college credit when completing courses that satisfy the dual enrollment requirements. Both comprehensive high schools will continue to expand access to serve unduplicated students (English Learner students, foster youth, and low income) by providing access to various electives and co-curricular programs that support life skill development, including arts and world languages. The District will continue to seek input from parent groups, think tanks, and planning groups to support unduplicated students. This includes but is not limited to District English Learner Advisory Committees, Coordinating Councils, Diversity Think Tank, and Curriculum Councils. The goal is to focus on considerations to master schedules for unduplicated and underserved students and ensure they have access to the standard curriculum that meets A-G requirements and AP accessibility.		
2.9	TK-12 Collaboration	Facilitate and coordinate collaboration among TK-12 staff to analyze academic instruction and social-emotional learning through an equity lens. Ensure educational equity by providing timely access to resources and rigor for English Learner students, foster youth, and low-income students.	$47,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The continued focus will be on narrowing the achievement and opportunity gap for unduplicated students, including English Learner students, foster youth, and low-income students. Teachers will receive professional development and sub days to have time to collaborate and analyze student data to close the achievement gap for English Learner students, foster youth, and low-income students.		
2.10	Elementary Support	All nine elementary schools will be provided with an Elementary Learning Specialist to provide targeted intervention for English Learner students, low-income students, and foster youth. School principals will work with the Elementary Learning Specialist to create a flexible schedule so that the Elementary Learning Specialist can push into classrooms and pull out small groups of students to provide targeted academic intervention. The Elementary Learning Specialist will continue to serve as the school's English Language Development Liaison and work closely with Educational Services to facilitate parent meetings and teacher training and monitor student progress.	$1,455,352.00	Yes
2.11	Intervention Services	LREBG Action Targeted intervention services will be provided at all schools to support unduplicated students (English Learner students, low-income students, and foster youth). Both credentialed teachers and instructional aides will provide before or after-school intervention. Programs are not limited to District-adopted curriculum and/or software programs such as Imagine Learning or iLit. Intervention Counselors at the high school level will provide academic counseling and support for unduplicated students. Counselors will meet with students individually to create a plan with a focus on removing barriers and creating access to alternative plans of opportunity. Intervention	$2,090,634.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counselors will meet with parents to create parent awareness and work on a personalized plan of study to increase student achievement and develop a well-rounded student. Under the allowable use of funds for Learning Recovery Emergency Block Grant ($400,000), high school students who are credit-deficient have the opportunity to enroll in Edgenuity, an online credit-recovery program during the school year. In addition, high school students who are credit-deficient also receive the opportunity to attend summer school to make up missing credits. The District is also increasing the instructional days for K-8 students by offering intervention-based summer school. Based on the District's Needs Assessment, certain student groups, such as English Learner students, low-income students, and foster youth demonstrated a need for support with credit recovery. Research indicates that early intervention can increase student achievement and engagement, leading to higher graduation rates. The metric used to measure this will be 2.3 (Implementation of State Standards), 2.6 and 2.7 (ELA and Math CAASPP), 2.13 (English Learner Progress), and 2.18 (High School Graduation Rate).		
2.12	Highly qualified teachers, administrators, and support staff	The District will recruit and retain highly qualified teachers, administrators, and support staff to provide rigorous curriculum and instruction with access to a variety of programs to increase student achievement that includes critical thinking skills, academic rigor, and digital literacy in all subject areas to prepare them to be college and career-ready. The Human Resources Division, in collaboration with District leadership and site administration, will take the lead in identifying potential candidates to meet a variety of assignments, including several hard-to-fill assignments (i.e., Special Education, Dual Language Immersion, etc.)	$2,623,946.00	No
2.13	Induction Program	The Induction Program for new teachers and administrators will partner mentors with beginning teachers and beginning administrators to ensure	$679,364.00	No

Action #	Title	Description	Total Funds	Contributing
		continual support in teaching, learning, and leading. The Induction program will continue to support beginning teachers and beginning administrators in the necessary process to clear their credential while building up their capacity to craft their skills to impact student achievement.		
2.14	Access to standards aligned instructional materials	Educational Services will facilitate and oversee the textbook adoption process and calibrate the inventory of Board adopted textbooks to ensure all students receive standards-aligned instructional materials. All schools will receive instructional materials and supplies necessary to support state curriculum and frameworks. The Librarian Media Technician from every school site will account for and distribute all textbooks and instructional materials to students at the site.	$4,547,707.00	No
2.15	High School Support	The Instructional Deans at both comprehensive high schools will coordinate various programs and multi-tiered levels of support for unduplicated students (English Learner students, foster youth, and low income). Instructional Deans will continue to be staffed at each comprehensive high school site whose responsibilities will be to ensure that English Learner students, foster youth, and low-income students' progress is being monitored, interventions are designed and implemented, and professional development is being created and led. The Instructional Dean is an identified school leader whose major goal is to support unduplicated students' academic and social-emotional outcomes and provide increased access to rigorous courses such as Advanced Placement (AP) classes. Creating opportunities for unduplicated students to attend AP boot camps, receive academic counseling, and Advanced Placement fee waivers for unduplicated students all work towards eliminating barriers for success among the unduplicated students.	$391,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	Student Support for IEP Goals	Educational Services in collaboration with Special Education will allocate Speech-Language Pathologists to provide services to meet language and speech goals identified in Individualized Education Plans (IEP). Special Education will also allocate various student support staff to support students with IEPs.	$3,009,667.00	No
2.17	Parent Education and Parent Meetings	District and site administration will build upon successful virtual practices to engage parents who are unable to attend in-person meetings/training/events. District and site administration will ensure that all parents have access to all information provided (e.g., tech stations at school sites, information rack at the office, etc.). District and site administration will increase parent participation in parent awareness and education nights, decision-making organizations, connections between parents, and community resources to build relationships (e.g., video streaming online, various times, summary available in the print/online, childcare, translators, refreshments, etc.). Meetings will also be provided virtually and recorded for later viewing to increase access to parents of unduplicated students. The recorded meetings provide translation through close captioning of the audio content. The translation services in languages beyond the required Mandarin are above and beyond what is required by Education Code section 48985, which requires the translation of school documents for families of students who don't speak English when the count of students speaking a particular language reaches fifteen percent (15%) within the school's population. Parent education and meetings address topics such as college and career readiness, A-G requirements, cultural attunement, culturally relevant teaching, social and emotional wellness, and school safety.	$20,515.00	No

Action #	Title	Description	Total Funds	Contributing
2.18	Outreach to Parents of English Learner Students	Bilingual instructional aides will be utilized to provide translation services for parent conferences, school events, and community outreach beyond their work hours. District and site administration in coordination with counselors, Student Staff Resource Advisors, Grade Level Coordinators, and Elementary Learning Specialists will ensure participation and access to parent meetings and education events through multiple means of communication, technology aid, translation, childcare, and other means to increase participation and attendance from parents of English Learner students.	$4,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Safety and Wellness: The District is committed to cultivating a safe, respectful, equitable, and inclusive learning environment, recognizing its paramount importance to student achievement. The District endeavors to nurture a culture that prioritizes the emotional well-being, physical safety, and overall wellness of its students, staff, and families. Through proactive measures and ongoing collaboration with staff, students and parents/guardians, Walnut Valley strives to ensure that every member of the educational community feels supported, valued, and empowered to thrive academically, socially, and emotionally.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The safety and wellness goals of Walnut Valley are designed to create an environment where every individual—students, staff, and parents—feels secure, respected, valued, and supported. The 2023 suspension rate of 1.5% and zero expulsion validate the goal of ensuring a safe, respectful, and inclusive learning environment. To prioritize the goal of safety and wellness, the District extensively analyzed Dashboard data and engaged in consultations with various educational partners. The decision stemmed from a thorough examination of key metrics related to student well-being and safety within the District.
Analysis of Dashboard suspension data revealed concerning disproportionality with two of the student groups, foster and homeless youth suspension rates at 22.90% and 12.80% respectively. These metrics indicated a need for root cause analysis for the high rates of suspension among foster and homeless youth and collective solutions to prevent out of school time disciplinary actions.

Furthermore, consultations with educational partners, including teachers, counselors, administrators, and parents, highlighted consistent concerns regarding student safety and well-being. These discussions underscored the importance of proactively addressing issues such as bullying, substance abuse, and mental health support to ensure that all students feel safe, supported, and able to thrive academically and personally.
In promoting transparency and understanding around this decision, the District has communicated extensively with educational partners through various channels, including focused group meetings, surveys, and informational sessions. The District has shared data insights and

solicited feedback to ensure that the approach to prioritizing safety and wellness aligns with the needs and perspectives of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Facilities in "Good Repair" as measured by the Facilities Inspection Tool.	All 15 schools are at or above Good Repair (85%-97.99%) as measured by the Facilities Inspection Tool. No complaints filed in Fall 2023.	All 15 schools are at or above Good Repair (85%-97.99%) as measured by the Facilities Inspection Tool. No complaints filed in Fall 2024.		Maintain all 15 schools at or above Good Repair. No complaints filed under Williams Act.	Difference from the baseline is 0.
3.2	Suspension Rate (California Dashboard Data)	The Districtwide suspension rate is 1.5% in 2022/2023. Suspension rate for foster youth is 22.90% in 2022/2023. Suspension rate for homeless youth is 12.8% in 2022/2023. Suspension rate for Hispanic students is 3.2% in 2022/2023. Suspension rate for students with disabilities is 4.6% in 2022/2023.	The Districtwide suspension rate is 1.1% in 2023/2024. Suspension rate for foster youth is 12.80% in 2023/2024. Suspension rate for homeless youth is 0% in 2023/2024. Suspension rate for Hispanic students is 1.8% in 2023/2024.		Districtwide suspension rate at 1.0%. Decrease the suspension rate for foster youth from 22.90% to 10%. Decrease the suspension rate for homeless youth from 12.80% to 5%. Decrease the suspension rate for Hispanic students from 3.2% to 1.0%.	The difference from baseline for the Districtwide suspension rate is -0.4% The difference from baseline for the suspension rate for foster youth is -10.1%. The difference from baseline for the suspension rate for homeless youth is -12.8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Suspension rate for students with disabilities is 3.4% in 2023/2024.		Decrease the suspension rate for students with disabilities from 4.6% to 2.0%.	The difference from baseline for the suspension rate for Hispanic students is -1.4%. The difference from baseline for the suspension rate for students with disabilities is -1.2%.
3.3	Expulsion Rate (Local Student Information System (SIS) Data)	The Districtwide expulsion rate is 0% in 2022/2023.	The Districtwide expulsion rate is 0% in 2023/2024.		Maintain the expulsion rate under 1%.	Difference from the baseline is 0.
3.4	Locally administered SEL/Climate Survey (Students, Teachers, Parents) to gauge continuous improvement for safety and school connectedness	Spring 2024 Local SEL/Climate Survey: 94.3% of students agree or strongly agree that schools are safe. 94.6% of students agree or strongly agree that schools promote safe, respectful, equitable, and inclusive learning for all students. 89.1% of students agree or strongly agree	Spring 2025 Local SEL/Climate Survey: 97.6% of students agree or strongly agree that schools are safe. 95.5% of students agree or strongly agree that schools promote safe, respectful, equitable, and inclusive learning for all students.		Maintain the survey baseline: 94.3% of students agree or strongly agree that schools are safe. 94.6% of students agree or strongly agree that schools promote safe, respectful, equitable, and inclusive learning for all students.	Spring 2025 Local SEL/Climate Survey: The difference from baseline of students who agree or strongly agree that schools are safe is +3.3%. The difference from baseline of students who agree or strongly agree that schools promote safe,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that students can report unsafe concerns. 84.6% of students agree or strongly agree that schools support the social and emotional well-being of students. 87.3% of students agree or strongly agree that students receive support and help from counselors. 84% of students indicate they can go to an adult at their school if they needed help right now. 80.1% of students indicate they are finding balance between academics and their social and emotional wellness. The Spring 2024 student survey indicates that 86.7% feel connected or very well connected to their peers at their school right now.	91.9% of students agree or strongly agree that students can report unsafe concerns. 92% of students agree or strongly agree that schools support the social and emotional well-being of students. 88.5% of students agree or strongly agree that students receive support and help from counselors. 87.1% of students indicate they can go to an adult at their school if they needed help right now. 87.3% of students indicate they are finding balance between academics and their social and		89.1% of students agree or strongly agree that students can report unsafe concerns. 84.6% of students agree or strongly agree that schools support the social and emotional well-being of students. 87.3% of students agree or strongly agree that students receive support and help from counselors. 84% of students indicate they can go to an adult at their school if they needed help right now. 80.1% of students indicate they are finding balance between academics and their social and emotional wellness.	respectful, equitable, and inclusive learning for all students is +0.9%. The difference from baseline of students who agree or strongly agree that students can report unsafe concerns is +2.8%. The difference from baseline of students who agree or strongly agree that schools support the social and emotional well-being of students is +7.4%. The difference from baseline of students who agree or strongly agree that students receive support and help from counselors is 1.2%. The difference from baseline of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80.3% of the students feel connected or very well connected to the adults at their school right now. 86.6% of the students feel like they belong or completely belong at their school. 97.3% of teachers and staff indicate it is very important for students to develop social and emotional skills in order to be considered successful in school and life. 63% of teachers and school staff are concerned about students' social-emotional well-being. 92.7% of teachers and staff agree or strongly agree that schools are safe. 2% of teachers and staff are extremely concerned, 7.3% are quite concerned, 15.9% are somewhat concerned, 38.4% are	emotional wellness. The Spring 2024 student survey indicates that 91.9% feel connected or very well connected to their peers at their school right now. 84% of the students feel connected or very well connected to the adults at their school right now. 92.5% of the students feel like they belong or completely belong at their school. 97.4% of teachers and staff indicate it is very important for students to develop social and emotional skills in order to be considered successful in school and life.		The Spring 2024 student survey indicates that 86.7% feel connected or very well connected to their peers at their school right now. 80.3% of the students feel connected or very well connected to the adults at their school right now. 86.6% of the students feel like they belong or completely belong at their school. 97.3% of teachers indicate it is very important for students to develop social and emotional skills in order to be considered successful in school and life. 63% of teachers and school staff are concerned	students who indicate they can go to an adult at their school if they needed help right now is +3.1%. The difference from baseline of students who indicate they are finding balance between academics and their social and emotional wellness is +7.2%. The difference from baseline of students who feel connected or very well connected to their peers at their school right now is +5.2%. The difference from baseline of students who students feel connected or very well connected to the adults at their school right now is +3.7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		slightly concerned, and 36.4% are not at all concerned about students' sense of belonging at the school site. 89.4% of teachers and staff feel connected to other adults at the school site. 96.8% of teachers and staff feel like they belong at their school site. 94.2.% of parents agree or strongly agree that schools are safe. 91.7% of parents agree or strongly agree that schools support the social-emotional well-being of all students. 92.1% of parents agree or strongly agree that schools value and use parent feedback to provide safe, respectful, equitable, and inclusive learning environments for all students.	59.6% of teachers and school staff are concerned about students' social-emotional well-being. 96.4% of teachers and staff agree or strongly agree that schools are safe. 3.5% of teachers and staff are extremely concerned, 6.1% are quite concerned, 17.5% are somewhat concerned, 40.4% are slightly concerned, and 32.5% are not at all concerned about students' sense of belonging at the school site. 92.1% of teachers and staff feel connected to other adults at the school site. 97.4% of teachers and staff feel like		about students' social-emotional well-being. 92.7% of teachers and staff agree or strongly agree that schools are safe. 2% of teachers and staff are extremely concerned; 7.3% are quite concerned; 15.9% are somewhat concerned; 38.4% are slightly concerned; and 36.4% are not at all concerned about students' sense of belonging at the school site. 89.4% of teachers and staff feel connected to other adults at the school site. 96.8% of teachers and staff feel like they belong at their school site.	The difference from baseline of students who feel like they belong or completely belong at their school is +5.9%. The difference from baseline between teachers and staff that indicate it is very important for students to develop social and emotional skills in order to be considered successful in school and life is +0.1%. The difference from baseline of teachers and school staff are concerned about students' social-emotional well-being is -3.4%. The difference from baseline of teachers and staff agree or strongly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		92.5% of parents agree or strongly agree that their student is finding a balance between academics and social and emotional wellness. 93.8% of parents agree or strongly agree that their child feels connected to their school with a strong sense of belonging with teachers and staff. 93.5% of parents agree or strongly agree that their child feels connected to their school with a strong sense of belonging with peers and classmates.	they belong at their school site. 97.0% of parents agree or strongly agree that schools are safe. 94.4% of parents agree or strongly agree that schools support the social-emotional well-being of all students. 93.3% of parents agree or strongly agree that schools value and use parent feedback to provide safe, respectful, equitable, and inclusive learning environments for all students. 94.9% of parents agree or strongly agree that their student is finding a balance between academics and social and emotional wellness.		94.2.% of parents agree or strongly agree that schools are safe. 91.7% of parents agree or strongly agree that schools support the social-emotional well-being of all students. 92.1% of parents agree or strongly agree that schools value and use parent feedback to provide safe, respectful, equitable, and inclusive learning environments for all students. 92.5% of parents agree or strongly agree that their student is finding a balance between academics and social and emotional wellness. 93.8% of parents agree or strongly	agree that schools are safe is +3.7%. The difference from baseline of teachers and staff about students' sense of belonging at the school site is +1.5% extremely concerned, -1.2% are quite concerned, +1.6% are somewhat concerned, +2.0% are slightly concerned, and -3.9% are not at all concerned. The difference from baseline of teachers and staff feel connected to other adults at the school site is +2.7%. The difference from baseline of teachers and staff feel like they belong at their school site is +0.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			94.1% of parents agree or strongly agree that their child feels connected to their school with a strong sense of belonging with teachers and staff. 94.7% of parents agree or strongly agree that their child feels connected to their school with a strong sense of belonging with peers and classmates.		agree that their child feels connected to their school with a strong sense of belonging with teachers and staff. 93.5% of parents agree or strongly agree that their child feels connected to their school with a strong sense of belonging with peers and classmates.	The difference from baseline of parents who agree or strongly agree that schools are safe is +2.8%. The difference from baseline of parents who agree or strongly agree that schools support the social-emotional well-being of all students is +2.7%. The difference from baseline of parents who agree or strongly agree that schools value and use parent feedback to provide safe, respectful, equitable, and inclusive learning environments for all students is +1.2%. The difference from baseline of parents who agree or strongly agree that their student is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						finding a balance between academics and social and emotional wellness is +0.8%. The difference from baseline of parents who agree or strongly agree that their child feels connected to their school with a strong sense of belonging with teachers and staff is +0.3%. The difference from baseline of parents who agree or strongly agree that their child feels connected to their school with a strong sense of belonging with peers and classmates is +1.2%.

Goal Analysis [2024-25]

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

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

In the 2024/2025 school year, the implementation of Goal #3 had a high level of implementation success. Out of 13 action items in Goal #3, 9 were fully implemented and 4 were partially implemented. Fully implemented actions included facilities maintenance, safety planning, progressive discipline approaches, social-emotional supports, increased counseling services, mental health training, professional development, crisis response, and mental health partnerships. Partially implemented actions included counseling services, wellness centers, school climate initiatives, and communication platforms.

Action 3.1 – School Facilities – Fully Implemented
Successes: All 15 schools achieved or exceeded Good Repair standards (85%-97.99%) as measured by the Facilities Inspection Tool. No complaints were filed during the 2024/2025 school year regarding facilities, demonstrating effective maintenance and operations procedures.
Challenges: No major challenges were identified, but continued upkeep and preventive maintenance will be essential to preserve these high standards in the future.

Action 3.2 – Comprehensive School Safety Plans – Fully Implemented
Successes: School sites regularly reviewed and refined safety procedures through annual updates to Comprehensive School Safety Plans in collaboration with public health agencies and community partners. Effective partnerships with Diamond Bar and Walnut Sheriff's Stations provided valuable feedback to school teams. Law enforcement feedback helped improve active threat protocols, ensuring high levels of preparedness and safety. Clear guidelines for extreme weather conditions were implemented, including the use of the Wet Bulb Globe Temperature (WBGT) chart for heat-related activities to protect student health and wellbeing. Effective monitoring of air quality during events like the LA Fires in January 2025 using National Weather Service and AQMD updates allowed for timely response to changing conditions.
Challenges: Although implementation was thorough, the District must remain vigilant in adapting to evolving state legislation and public health recommendations to maintain compliance and safety standards.

Action 3.3 – Counseling Services – Partially Implemented
Successes: All elementary and secondary schools have full-time counselors providing comprehensive support for behavior and academic intervention. Professional development remained a priority with Dr. Greg Gero providing specialized training on Mindful Discipline, trauma-informed care, and restorative practices to all counselors and administrators. Counselors effectively collaborated with administration teams to provide targeted interventions for unduplicated student groups.
Challenges: Counselors were unable to attend all planned conferences due to increased on-campus needs, including the California Foster Youth Education Summit, California Title 1 Conference, and conferences on restorative practices. The increased demand for direct student services limited counselors' ability to engage in professional growth opportunities.
Barriers: Immediate school-site demands limited professional development opportunities for counselors. High student needs required prioritizing direct services over conference attendance and external training.

Action 3.4 – Progressive Discipline – Fully Implemented

Successes: Successfully launched a pilot Alternative to Suspension (ATS) program with three middle schools and two high schools, marking a significant step forward in supporting students' emotional development. Sites created effective restorative means of correction and progressive discipline policies to ensure an equitable climate for students. Site administration, counselors, and Grade Level Coordinators worked collaboratively with the Director of Student Services to address possible inequities in discipline among student groups. Specific attention was given to addressing the disproportionate number of foster and homeless students facing disciplinary actions.
Challenges: No significant implementation barriers were noted, but continued training and evaluation are needed to ensure consistency and effectiveness of restorative practices across all sites.

Action 3.5 – Social Emotional Supports – Fully Implemented
Successes: Comprehensive staffing included intervention counselors and Grade-Level Coordinators at high schools, Elementary Learning Specialists and counselors at elementary schools, and Student Staff Resource Advisors at middle schools. The District SEL Council received extensive professional development on CASEL-aligned strategies, executive functioning skills, and data-informed decision making. Educational Services provided ongoing training and communication to identify the specific needs and interventions supporting unduplicated students and their families' social and emotional needs. Implementation of research-based strategies positioned SEL as a lever for equity and excellence throughout the District.
Challenges: Implementation was strong, but future success will depend on consistent use of data to evaluate impact and guide continued SEL efforts across the District.

Action 3.6 – Wellness – Partially Implemented
Successes: 11 out of the 15 schools successfully created and staffed dedicated wellness centers to promote emotion regulation, provide resources, and create safe, supportive spaces for students. Wellness centers are effectively staffed by school personnel and/or peer counselors to support students.
Schools continue to maintain health clerks and District school nurses to promote health and hygiene among all students. For campuses with limited space, alternative outdoor wellness areas were explored as creative solutions.
Challenges: Four schools still need to implement wellness centers, delaying full implementation of wellness supports Districtwide. Limited indoor space at some campuses requires exploration of outdoor wellness areas as alternatives.
Barriers: Physical space limitations on campuses created implementation challenges for traditional indoor wellness centers. Competing priorities for limited campus space has delayed implementation at remaining sites.

Action 3.7 – Increased Counseling Services – Fully Implemented
Successes: Added two Board Certified Behavior Analysts (BCBAs) to support sites across the District, providing expert consultation for students with significant behavioral needs. Successfully contracted with a Non-Public Agency (NPA) to secure four behavior interventionist aides for elementary school sites where students required higher levels of support, as determined through the SST process. Increased the percentage of counseling and behavior interventions in grades TK-12 to provide comprehensive prevention, intervention, and postvention strategies. Created a multi-tiered system of behavioral supports that effectively addresses students' needs across the District.
Challenges: No significant challenges were noted, but future staffing decisions must continue to reflect site-specific counseling needs and evolving student requirements.

Action 3.8 – Training: Mental Health, PBIS, and Trauma-Informed Practices – Fully Implemented

Successes: Two Board Certified Behavior Analysts (BCBAs) provided effective support in three key areas: behavior consultations, classroom observations, and training/coaching on behavior strategies. Created dedicated behavior interventionist positions to support students with behavioral needs, enhancing the District's capacity to respond to challenging behaviors. Successfully monitored and expanded SEL-tiered support systems, with comprehensive training provided through the Los Angeles County Office of Education (LACOE) for Positive Behavioral Interventions and Supports (PBIS) implementation. Ensured all elementary sites received PBIS training, including the remaining four schools (Evergreen, Walnut Elementary, Quail Summit, and Castle Rock), bringing all elementary sites into alignment with District expectations for Tier 1 behavioral supports. Provided ongoing education and strategies for staff regarding student mental health, restorative practices, and trauma-informed approaches to re-engage students.
Challenges: While implementation was strong, ongoing training and support will be essential to sustain these practices over time and ensure consistent application across all schools.

Action 3.9 – SEL Professional Development – Fully Implemented
Successes: Ongoing SEL training successfully provided to staff, students, and parents throughout the school year. Created safe, respectful, inclusive, and equitable learning environments where students feel supported and engaged. Educational Services and site administration collaborated effectively to deliver consistent SEL professional development across all sites. Training focused on creating learning environments where students feel safe, supported, and engaged in their educational experience.
Challenges: No significant challenges were reported, but alignment in training outcomes and practices across schools should continue to be monitored to ensure consistent implementation.

Action 3.10 – Crisis Response Team – Fully Implemented
Successes: Successfully trained 20 staff members on the PREPaRE curriculum, a comprehensive crisis prevention and intervention program. Strengthened systematic approach to threat and risk assessments through the development of a streamlined District process and comprehensive training. Each school site's threat and risk assessment team received specialized training on their responsibilities. District administration effectively coordinated efforts between District personnel, mental health professionals, and medical professionals to address emotional responses from traumatic and critical situations. Established a centralized Crisis Response Team that efficiently supports school principals and staff in responding to crisis situations at their school sites.
Challenges: No immediate implementation challenges were identified, but regular drills and protocol reviews will be necessary to help keep teams prepared and responsive to evolving crisis situations.

Action 3.11 – School Climate – Partially Implemented
Successes: Principals, assistant principals, and counselors received comprehensive training on new legislation requiring victims of bullying/harassment to receive enhanced support services. School administration teams worked to improve the quality and character of school life based on patterns of students', parents', and school personnel's experiences. Focus areas included developing positive norms, goals, values, interpersonal relationships, and teaching and learning practices.
Challenges: Cyber Safety and Digital Citizenship were not fully implemented across all school sites, indicating a gap in proactive student education and safety. Inconsistent implementation of school climate initiatives related to digital citizenship across the District.
Barriers: Lack of coordination or resources for consistent implementation of Cyber Safety and Digital Citizenship programs Districtwide. Competing priorities may have limited the full implementation of all school climate components.

Action 3.12 – Mental Health Services and Interventions – Fully Implemented

Successes: Successfully piloted Hazel Health as an additional support in teletherapy, expanding access to mental health services. Maintained strong partnerships with Pacific Clinics and Care Solace to provide comprehensive mental health support across all sites. Implemented effective practices across school sites to address student needs related to trauma, adverse experiences, and other forms of severe mental health concerns. Created multiple access points for students and families to receive mental health support through a variety of community resources and partnerships.
Challenges: No major challenges were reported, though careful oversight is needed to ensure service integration and effectiveness of multiple mental health providers.

Action 3.13 – Communication Platforms – Partially Implemented
Successes: The Let's Talk platform remained active and accessible for families, staff, and community members, providing a clear channel for questions and feedback. The platform effectively facilitated timely responses to parents, community members, staff, and students.
Challenges: Extended vacancy in the Public Information Specialist position from October to June impacted communication efforts significantly. Delays and inconsistencies in updating school and District websites and social media limited timely communication with stakeholders.
Barriers: Staffing gap in a key communication role impeded a full implementation of communication strategies. The prolonged vacancy made it difficult to maintain regular updates to the District and school websites and social media platforms.

There are no actions that were implemented in a way that substantively differed from the adopted plan.

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.

No material differences.

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

Out of the 13 actions implemented for Goal #3, 10 actions were found to be effective and 3 were partially effective based on the collected data and evidence.

Effective Actions (10):

Action 3.1: School Facilities - The MOTF Division has effectively maintained clean, safe facilities, with all 15 schools scoring at or above Good Repair (85%-97.99%) on the Facilities Inspection Tool, and no complaints filed in either school year.

Action 3.2: Comprehensive School Safety Plans - School administration collaborations have been effective, with 100% of schools (all 15) submitting comprehensive safety plans.

Action 3.3: Counseling Services - Full-time counselors have effectively reduced suspension rates: Districtwide suspensions decreased by 0.4%, foster youth suspensions decreased by 10.1%, and homeless youth suspensions decreased by 12.8%.

Action 3.4: Progressive Discipline - This action has effectively addressed inequities in discipline, with Districtwide suspensions down 0.4%, foster youth suspensions down 10.1%, and homeless youth suspensions down 12.8%. Additionally, 79 students benefited from the Alternative to Suspension program, saving 152 school days, and 30 referrals were made for BCBA support for students with behavioral challenges to support teachers in the classroom.

Action 3.5: Social Emotional Supports - Educational Services' comprehensive approach has been effective, with suspension rates down across the board: 0.4% Districtwide, 10.1% for foster youth, and 12.8% for homeless youth. The Alternative to Suspension program benefited 79 students, saving 152 school days of time receiving restorative practices and support rather than being sent home.

Action 3.7: Increased Counseling Services - The District's increased counseling staffing has been effective, with 94.4% of parents agreeing schools support students' social-emotional wellbeing (up 2.7%), 92% of students agreeing schools support social-emotional wellbeing (up 7.4%), and 88.5% of students agreeing they receive counselor support (up 1.2%).

Action 3.9: Professional Development for Social and Emotional Learning - This action has been effective based on multiple indicators: 92% of students agree schools support social-emotional wellbeing (up 7.4%), 95.5% agree schools promote inclusive learning (up 0.9%), 92.5% feel they belong at school (up 5.9%), and 94.4% of parents agree schools support social-emotional wellbeing (up 2.7%). Additionally, 97.4% of staff believe developing social-emotional skills is important for student success.

Action 3.10: Crisis Response Team - The District's coordination of mental health support has been effective, with 153 documented risk assessments and 73 threat assessments conducted as of April 2025, with this data being used to identify patterns and provide necessary supports.

Action 3.11: School Climate - The school administration team has effectively improved school climate, with 87.1% of students indicating they can seek help from adults (up 3.1%), 91.9% feeling connected to peers (up 5.2%), 84% feeling connected to adults (up 3.7%), and 92.5% feeling a sense of belonging (up 5.9%). Additionally, 94.7% of parents agree their child feels connected to school (up 1.2%).

Action 3.12: Mental Health Services and Interventions - The District's partnerships with community resources have been effective, with Care Solace supporting 74 cases and facilitating 43 appointments addressing childhood trauma, anxiety, and depression. Hazel Health conducted 515 teletherapy sessions for 99 students in its pilot year, with services accessed both at school (35%) and from home (65%).

Partially Effective Actions (3):

Action 3.6: Wellness - While making progress, this action has been partially effective. 73% of school sites have dedicated physical spaces for wellness, but these centers are not yet fully staffed during school hours. Positively, 92% of students agree schools support social-emotional wellbeing (up 7.4%), and 88.5% agree they receive counselor support (up 1.2%).

Action 3.8: Training to Support Mental Health, PBIS, and Trauma Informed Practices - Educational Services' training has been partially effective. While 84.2% of staff agree that the tiered support system is effectively implemented, 59.6% of teachers and staff remain concerned about students' social-emotional wellbeing. Although this represents a 3.4% decrease from baseline, having over half of staff expressing concern indicates ongoing challenges.

Action 3.13: Communication Platforms - District and site administration's communication efforts have been partially effective. While 97.5% of parents agree the District uses diverse communication methods, the vacancy of the Public Information Specialist position from October to June has negatively impacted response rates and timely communication.

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.

Action 3.4 has been identified as an LREBG action.
Action 3.12 is now partially funded with LREBG funds and is identified as an LREBG action.

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	School Facilities	MOTF Division (Maintenance, Operations, Transportation, and Facilities) will coordinate services with school custodial and administration for consistent maintenance of providing clean, safe, environmentally responsible, and well-maintained facilities to support student learning.	$17,365,396.00	No
3.2	Comprehensive School Safety Plans	School administration, in collaboration with Educational Services, parent community, student body, public health agencies, and community partnerships, will establish and implement safety protocols including protocols adhering to Public Health guidelines and latest state legislation to ensure safe, conducive learning environments.	$34,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Counseling Services	All elementary and secondary schools will have full-time counselors to provide training for classroom teachers focusing on unduplicated students (English Learner students, foster youth, and low income) to aid in behavioral and academic intervention. Counselors will work with the school administration team to provide intervention for unduplicated student groups to make connections, monitor progress, and receive additional support or counseling services as needed. Counselors will continue expanding their repertoire by attending training such as the California Foster Youth Education Summit, The California Title 1 Conference, and conferences on restorative and trauma-informed practices. Suspension metric 3.2- Decrease the suspension rate for foster and homeless youth.	$3,408,673.00	Yes
3.4	Progressive Discipline / Behavior Support	LREBG Action The site administration and counselors, and GLCs with the Director of Students Services will continue to address possible inequities in discipline among student groups addressing the disproportionate number of foster and homeless students suspended as disciplinary actions. Restorative practices and interventions for students with behavioral issues (other means of correction) and other proactive measures as well, positive reinforcement will be utilized to create an equitable school climate. Under the allowable use of funds for the Learning Recovery Emergency Block Grant, schools will receive Behavior Interventionists to support students' social and emotional well-being and to address barriers resulting from trauma and other needs. The Student Staff Resource Advisors at each of the middle schools will be partially funded form LREBG to address progressive discipline and students' social and emotional learning. Based on the District's Needs Assessment, students, particularly in grades K-5 at all elementary sites, exhibited an increase in extreme behaviors. The	$1,573,131.00	No

Action #	Title	Description	Total Funds	Contributing
		needs assessment also showed a need for proactive, progressive discipline support that equips middle school students with skills to navigate conflict and trauma. Research indicates that early intervention is key to supporting students, particularly when teaching skills such as emotional self-regulation and coping strategies. The metrics used to measure this will be 3.2 (Suspension) and 3.4 (Locally administered SEL/Climate Survey). LREBG Funds of $1.5 million will be allocated for staffing Behavior Interventionists and partially funding Student Staff Resource Advisors at each of the middle schools to support behavior and social and emotional learning.		
3.5	Social Emotional Supports	Educational Services will continue to provide staffing, training, and ongoing communication to identify the needs and interventions supporting unduplicated students' and their families' social and emotional needs. Staffing will include intervention counselors and Grade-Level Coordinators at the high schools, Elementary Learning Specialists and counselors at the elementary schools, and Student Staff Resource Advisors at the middle schools. The District Social and Emotional Learning (SEL) Council will continue to provide training on evidence-based strategies to promote SEL from Collaborative for Academic, Social, and Emotional Learning (CASEL) to advance SEL as a lever for equity and excellence. Other training will include multi-tiered levels of support, restorative practices, trauma-informed practices, executive functioning, and other research-based consultants to work with the District and school sites to provide additional training for SEL. Suspension metric 3.2- Decrease the suspension rate for foster and homeless youth.	$254,735.00	Yes
3.6	Wellness	Educational Services with site administration will provide opportunities for all students to access sources of wellness and support (i.e., wellness center, peer counseling, health office, etc.) to bolster all students'	$2,087,774.00	No

Action #	Title	Description	Total Funds	Contributing
		emotional safety and well-being. All secondary schools and elementary schools have dedicated a physical room or space to promote wellness, emotion regulation, and resources to provide a safe, supportive space for students to develop healthy strategies for personal management, improve school climate and promote academic success. The Wellness Center is staffed by school personnel and/or peer counselors to support students who visit the wellness center. Schools also have health clerks and District school nurses to promote health and hygiene among all students.		
3.7	Increased Counseling Services	The District administration will provide staffing for student support at all levels while increasing the percentage of counseling and behavior interventions in grades TK-12 to provide prevention, intervention, and postvention strategies.	$5,186,974.00	No
3.8	Training to Support Mental Health, PBIS, and Trauma Informed Practices	Educational Services will continue to provide training, education, and strategies for staff regarding student mental health, including Positive Behavior Intervention Support (PBIS) for K-12, restorative practices and trauma informed practices to re-engage students and provide layers of support.	$0.00	No
3.9	Professional Development for Social and Emotional Learning	Educational Services and site administration will provide ongoing SEL training to staff, students, and parents to create a safe, respectful, inclusive, equitable learning environment where students feel safe, supported, and engaged.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Crisis Response Team	The District administration will coordinate the efforts of District personnel with those in mental health and medical professionals to address the emotional responses that evolve from traumatic and critical situations. The District will establish and streamline a process with centralized Crisis Response Team that supports school principals and school staff with responding to crisis that occur at their school site.	$0.00	No
3.11	School Climate	The School administration team will Increase the quality and character of school life based on patterns of students', parents', and school personnel's experiences. School climate includes but is not limited to norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. It can also include school safety in areas such as bullying, cyber safety, and digital citizenship.	$0.00	No
3.12	Mental Health Services and Interventions	LREBG Action The District will implement practices and partner with community resources such as Pacific Clinic, Hazel Health, and other resources to support mental health across the District's school sites to address student needs with trauma, adverse experiences, and other forms of severe needs. Under the allowable use of funds for the Learning Recovery Emergency Block Grant, the District will partner with services to provide counseling and mental health services through services such as teletherapy, Marriage and Family Therapists (MFTs), and social workers to provide Tier 2 and Tier 3 supports for students experiencing increased mental health needs. Based on the District's Needs Assessment, due to a lack of resources for families and students, there are critical delays in students accessing essential support services, thereby highlighting a clear need for solutions like teletherapy, MFTs, and social workers to provide more immediate and timely care. Research consistently demonstrates that students' mental health is foundational to their academic achievement and engagement, as	$5,050,851.00	No

Action #	Title	Description	Total Funds	Contributing
		well-being fosters the cognitive, emotional, and social capacities essential for learning and active participation in school. Research unequivocally demonstrates that positive mental health is foundational to student achievement and engagement, influencing their ability to learn, concentrate, manage stress, and build the healthy relationships essential for academic success. The metrics used to measure this will be 3.2 (Suspension) and 3.4 (Locally administered SEL/Climate Survey). LREBG Funds of $150,000 will be allocated for partnerships with services that provide teletherapy, access to MFTs, and social workers.		
3.13	Communication Platforms	District and site administration and the Public Information Specialist will update and maintain school and District websites and social media platforms for parents and community educational partners to access current District and school events/news. To provide timely responses to parents, community, staff, and students, the District administration utilizes the Let's Talk communication tool to respond to submissions.	$119,773.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$10,630,943.00	$0

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
6.699%	0.000%	$0.00	6.699%

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
1.4	**Action:** Attendance Support for Unduplicated Pupils **Need:** The 2023 California Dashboard reports that the District's chronic absenteeism among homeless youth students is very high (33.3%), and foster youth is high at 18.20%, while all students are at a medium (8.10%) chronic	While the action directly benefits homeless youth, implementing it on an LEA-wide basis offers advantages for everyone, including Hispanic students, students with disabilities, low-income students, Filipino students, and White students, who received the lowest performance on the state indicator for Chronic Absenteeism. This is provided on an LEA-wide basis to maximize the impact of the importance of regular school attendance.	1.2 Chronic Absenteeism Rate

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
	absenteeism level. Looking closely at the data, 11 out of 33 homeless students and 4 out of 22 foster youth have been identified as chronically absent during the 2022/2023 school year. Based on the District's needs assessment, the following needs have been identified for homeless/low-income student groups: stable housing, transportation, and support personnel at school. **Scope:** LEA-wide	Reduced absenteeism creates a more stable learning environment for all students. Fewer disruptions and consistent attendance can foster better focus and a stronger sense of student engagement. Attendance support programs can identify students struggling with attendance issues before they become chronically absent. This allows for early intervention and support. A Districtwide program allows for a centralized team of professionals with expertise in addressing chronic absenteeism. This team can then share resources and best practices with all schools, benefiting all students. Focusing attendance support on unduplicated students offers a targeted approach to addressing chronic absenteeism among homeless/low-income students. Homelessness often comes with challenges that contribute to absenteeism, like unstable housing, lack of transportation, or difficulty focusing on school. Support programs can address these issues directly, providing resources for finding shelter, transportation assistance, or even on-site support services. Implementing this action Districtwide creates a ripple effect, fostering a more positive school climate, providing early intervention for at-promise students, and ultimately benefiting all students in the District. This is the most effective use of funds because research has shown that positive interventions and support systems foster engagement and connectedness, especially for homeless/low-income student groups, which increases student attendance (Tejada-Gllardo et al., 2020).	

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
2.2	**Action:** Academic Professional Development to Close the Achievement Gap **Need:** The 2023 achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in ELA is 43.67% (English Only 73.55% / English Learner students 29.88%). The achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in Math is 14.36% (English Only 62.55% /English Learner students 48.19%). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in ELA is 12.08% (Not Economically Disadvantaged 79.29%/ Economically Disadvantaged 67.21 %). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in Math is 11.08% (Not Economically Disadvantaged 73.15% / Economically Disadvantaged 62.07%).	When school districts invest in academic and professional development focused on closing the achievement gap, it creates a positive learning environment for all students, especially unduplicated students who often face unique challenges (language barriers, poverty, lack of stable housing). The District provides academic professional development on an LEA-wide basis to maximize the impact of closing the achievement gap, readily available to all students. Professional development programs equip educators with research-based strategies to address the specific needs of unduplicated students. This could include differentiated instruction techniques, culturally responsive teaching methods, or interventions for overcoming learning obstacles. Educators may develop unconscious biases that can affect their interactions with students. Professional development can help them recognize and dismantle these biases, ensuring all students receive equal learning opportunities and success. Stronger teacher-student relationships are crucial for student success. Professional development programs can emphasize building rapport and fostering trust with unduplicated students who may have experienced educational disruptions or instability. Implementing professional development to close the achievement gap Districtwide benefits all students. Teachers sharing best practices and strategies learned during professional development fosters a collaborative school culture,	2.9 The achievement gap percentage of students meeting or exceeding standards on the CAASPP Math and ELA exams.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in ELA is 51.11% (not foster youth 76.11% /foster youth 25.00%). The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in Math is 52.76% (not foster youth 70.94% /foster youth 18.18%). Based on the District's needs assessment, the following needs have been identified for low-income, foster youth, and English Learner student groups. These student groups need teachers who are well-prepared to address their learning gaps. **Scope:** LEA-wide	which benefits all students as teachers learn from each other and implement effective strategies across classrooms. Focusing on closing the achievement gap encourages high expectations for all students, regardless of background. This creates a more rigorous learning environment that motivates all students to reach their full potential. Addressing the achievement gap moves schools closer to educational equity. This creates a stronger overall learning environment where all students have the tools and support they need to excel. Professional development focused on closing the achievement gap helps unduplicated students and creates a more effective and equitable learning environment for all students. It equips educators with the necessary skills to address student needs, fosters collaboration, and raises expectations, ultimately leading to a Districtwide culture of academic excellence. This is the most effective use of funds because qualitative data on feedback from staff who participate in academic professional development describe the impact of positive academic outcomes as evidenced by the decreasing achievement gap among student groups.	
2.5	**Action:** Equity and Access	The more opportunities foster youth, low-income, and English Learner students have at the school sites, the greater the learning to ensure equitable outcomes. The research behind educational equity defines equity as the assurance that unduplicated	2.6 Performance on statewide CAASPP ELA assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2023 achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in ELA is 43.67% (English Only 73.55% / English Learner students 29.88%). The achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in Math is 14.36% (English Only 62.55% / English Learner students 48.19%). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in ELA is 12.08% (Not Economically Disadvantaged 79.29%/ Economically Disadvantaged 67.21 %). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in Math is 11.08% (Not Economically Disadvantaged 73.15% / Economically Disadvantaged 62.07%). The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in ELA is 51.11% (not foster youth 76.11% /foster youth 25.00%).	students have the support and resources they need to be successful. Educational equity is about putting systems in place to ensure every unduplicated student has an equal chance for success. This requires the District and schools to understand the unique challenges and barriers (lack of stability at home, language barriers, lack of resources) faced by unduplicated students and provide support during the school day to help them overcome those barriers. TK-12 teachers and support staff have been addressing educational equity for unduplicated student groups through professional learning on improvement science to define the problem of practice and work on solutions that are viable for the unduplicated student groups. In conjunction with professional learning on improvement science, school teams have been streamlining the Student Study Team process to provide consistent Tier 1 best first instruction for all students, Tier 2 targeted support for students needing support academically, behaviorally, or social-emotionally and Tier 3 intensive, individualized support from specialized support staff. These actions will create an increase in opportunities within the school day to ensure foster youth, low-income, and English Learner students have the resources and support to attain academic success. This is provided on an LEA-wide basis to maximize the impact in increasing academic success for all students. This is the most effective use of funds for the District's foster youth, low-income, and English	2.7 Performance on statewide CAASPP Math assessments 2.9 The achievement gap percentage of students meeting or exceeding standards on the CAASPP Math and ELA exams. 2.13 Percentage of English Learner students who made progress toward English Proficiency measured by ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in Math is 52.76% (not foster youth 70.94% /foster youth 18.18%). 29.88% of English Learner students (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP. 67.21% of socioeconomically disadvantaged students (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP. 25% of foster youth (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP. 48.19% of English Learner students (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. 62.70% of socioeconomically disadvantaged students (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. 18.18% of foster youth (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. 60% of ELs making progress toward English Proficiency, 2023, as measured by the Summative ELPAC. Based on the District's needs assessment, the following needs have been identified for low-	Learner students because past experience and observation have shown that a systemic, sustainable approach to whole child support proves to be the most successful in closing the closing the achievement gaps among Walnut Valley's student groups.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income, foster youth, and English Learner student groups. These student groups need teachers and support staff who are well-prepared to address their learning gaps and increase learning opportunities within the school day. **Scope:** LEA-wide		
2.9	**Action:** TK-12 Collaboration **Need:** The 2023 achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in ELA is 43.67% (English Only 73.55% / English Learner students 29.88%). The achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in Math is 13.79% (English Only 61.98% /English Learner students48.19%). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in ELA is 12.19% (Not Economically	Strong collaboration between staff across all grade levels (TK-12) is a powerful tool to improve the educational experience for unduplicated students who have unique challenges and barriers (lack of stability at home, language barriers, lack of resources). Effective TK-12 collaboration ensures a smoother transition for unduplicated students entering new schools or grade levels. Staff can share information about student strengths, weaknesses, and past experiences, allowing for a more personalized approach to learning. Collaboration creates a comprehensive support system for unduplicated students. Teachers, counselors, instructional aides, and other staff can work together to address academic, social, and emotional needs, ensuring a more holistic approach to their well-being. Sharing observations and experiences across grade levels can lead to earlier identification of potential learning difficulties or other issues faced	2.6 Performance on statewide CAASPP ELA assessments 2.7 Performance on statewide CAASPP Math assessments 2.9 The achievement gap percentage of students meeting or exceeding standards on the CAASPP Math and ELA exams.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged 79.40%/ Economically Disadvantaged 67.21 %). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in Math is 11.28% (Not Economically Disadvantaged 73.98% / Economically Disadvantaged 62.70%). The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in ELA is 51.11% (not foster youth 76.11% /foster youth 25.00%). The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in Math is 52.76% (not foster youth 70.94% /foster youth 18.18%). 29.88% of English Learner students (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP. 67.21% of socioeconomically disadvantaged students (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP. 25% of foster youth (grades 3-8 and 11) met/exceeded standards on the ELA 2023 CAASPP.	by unduplicated students. This allows for earlier intervention and support, maximizing their chances of success. Implementing TK-12 collaboration Districtwide benefits all students in several ways: Collaboration allows staff to align curriculum and expectations across grade levels. This creates a more cohesive learning experience for all students, ensuring they build upon existing knowledge as they progress through the school system. Staff from different grade levels can share best practices and teaching strategies. This fosters a culture of continuous improvement, ultimately benefiting all students with more effective instruction. Collaboration creates a unified school culture where all staff members feel responsible for the success of all students. This fosters a sense of community and shared purpose, leading to a more positive learning environment for everyone. TK-12 staff collaboration is about supporting unduplicated students and creating a stronger and more effective learning environment for all students. Through knowledge sharing, a focus on transitions, and a more holistic support system, collaboration empowers educators to address individual needs and foster a culture of continuous improvement that benefits all. These actions will create consistent learning experiences for foster youth, low-income, and	

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
	48.19% of English Learner students (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. 62.70% of socioeconomically disadvantaged students (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. 18.18% of foster youth (grades 3-8 and 11) met/exceeded standards on the Math 2023 CAASPP. Based on the District's needs assessment, the following needs (e.g., language barriers, lack of resources, or instability of home status) have been identified for low-income, foster youth, and English Learner student groups: Ensure students receive high expectations and rigorous instruction from teachers consistent throughout the school and District. **Scope:** LEA-wide	English Learner students to attain academic success. This is provided on an LEA-wide basis to maximize the impact of increasing academic success for all students. This is the most effective use of funds because research on teacher collaboration points to positive effects for teachers, which improved self-efficacy (cf. Puchner and Taylor, 2006), increased teaching effectiveness (cf. Graham, 2007), and improved instructional quality for unduplicated student groups (cf. Jackson and Bruegmann, 2009; Hochweber et al., 2012). These positive effects will improve their quality as professionals, and as Hattie (2003) suggests, teacher quality alone accounts for 30% of the variance in student performance, including an increase in student achievement for unduplicated student groups.	
2.10	**Action:** Elementary Support **Need:** The 2023 achievement gap between English Only students and English Learner students meeting or exceeding standards on the	The role of Elementary Learning Specialists (ELS) plays a crucial role in promoting student success, particularly for unduplicated students, and offers significant advantages when implemented schoolwide. Providing ELS at every elementary school maximizes the impact of closing the achievement gap readily available to all students. ELSs are available to offer direct academic, social, and emotional support to unduplicated student groups at each elementary school. The ELS	2.9 The achievement gap percentage of students meeting or exceeding standards on the CAASPP Math and ELA exams. 2.13 Percentage of English Learner students who made progress

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
	CAASPP test in ELA is 43.67% (English Only 73.55% / English Learner students 29.88%). The achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in Math is 13.79% (English Only 61.98% /English Learner students 48.19%). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in ELA is 12.19% (Not Economically Disadvantaged 79.40%/ Economically Disadvantaged 67.21 %) The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in Math is 11.28% (Not Economically Disadvantaged 73.98% / Economically Disadvantaged 62.70%). The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in ELA is 51.11% (not foster youth 76.11% /foster youth 25.00%). The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in	collaborates with teachers and staff to provide universal support for effective classroom practices and personalized support for unduplicated students who require additional academic, social, and emotional assistance. ELS contributes to an overall rise in academic achievement across the school. ELSs are valuable assets for supporting unduplicated students and fostering a successful learning environment for all students. Their expertise in early intervention, personalized learning plans, and collaboration with teachers strengthen the entire educational system, leading to a schoolwide culture of academic achievement and individual growth. The District expects this action to significantly improve the academic achievement and student engagement of foster youth, low-income, and English Learner students. This action is being provided on a schoolwide basis to maximize the impact of increasing overall student achievement rates. This is the most effective use of funds because observation of the ELSs providing direct support to unduplicated students and instructional coaching to teachers directly impact student achievement among foster youth, low-income, and English Learner students.	toward English Proficiency measured by ELPAC. 2.14 English Learner Reclassification Rate

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
	Math is 52.76% (not foster youth 70.94% /foster youth 18.18%). 60% of ELs making progress toward English Proficiency, 2023, as measured by the Summative ELPAC. Based on the District's needs assessment, the following needs have been identified for low-income, foster youth, and English Learner student groups: Ensure students receive small-group instruction and teachers receive additional support for targeted instruction. **Scope:** Schoolwide		
2.11	**Action:** Intervention Services **Need:** The 2023 achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in ELA is 43.67% (English Only 73.55% / English Learner students 29.88%). The achievement gap between English Only students and English Learner students meeting or exceeding standards on the	When unduplicated student groups have access to intervention services, it fosters a culture of support and collaboration within the school community. Intervention services for academic support are valuable for all students, especially unduplicated students. This is provided on a LEA-wide basis to ensure equitable access to resources, promote academic success for everyone, and strengthen the school community. Targeted intervention services will be provided at all schools to support English Learner students, low-income students, and foster youth. Both credentialed teachers and instructional assistants will provide before, during, or after-school intervention to unduplicated students.	2.9 The achievement gap percentage of students meeting or exceeding standards on the CAASPP Math and ELA exams. 2.13 Percentage of English Learner students who made progress toward English Proficiency measured by ELPAC. 2.14 English Learner Reclassification Rate.

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
	CAASPP test in Math is 13.79% (English Only 61.98% /English Learner students 48.19%). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in ELA is 12.19% (Not Economically Disadvantaged 79.40%/ Economically Disadvantaged 67.21 %). The achievement gap between Not Economically Disadvantaged and Economically Disadvantaged students meeting or exceeding standards on the CAASPP test in Math is 11.28% (Not Economically Disadvantaged 73.98% / Economically Disadvantaged 62.70%). The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in ELA is 51.11% (not foster Youth 76.11% /foster youth 25.00%). The achievement gap between not foster youth and foster youth students meeting or exceeding standards on the CAASPP test in Math is 52.76% (not foster youth 70.94% /foster youth 18.18%). 60% of ELs making progress toward English Proficiency, 2023, ,as measured by the Summative ELPAC	Unduplicated student groups struggle due to limited home support and access to resources outside the home. Thus, academic interventions are critical to the success of unduplicated student groups to close the opportunity and achievement gaps. Intervention Counselors at the high school level will provide academic counseling and support for unduplicated students performing six months or below grade level. Counselors will meet with students individually to create a plan to remove barriers and create access to alternative plans of opportunity. Intervention counselors will meet with parents to create parent awareness and work on a personalized plan of study to increase student achievement and develop a well-rounded student. Intervention services can identify early academic struggles. This allows targeted support to address specific gaps and provide resources and opportunities during the school day to address specific struggles. Unduplicated students can still have areas where they need extra help. Intervention services provide personalized instruction to fill those gaps and ensure they reach their full academic potential. Struggling in certain subjects can be discouraging. Intervention services can help unduplicated students overcome challenges, improve their grades, and build confidence in their academic abilities. By offering intervention services across the District, all students have equal access to support, promoting a more level playing field for academic	

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
	Based on the District's needs assessment, the following needs have been identified for low-income, foster youth, and English Learner student groups: Ensure students receive small-group instruction and teachers receive additional support for targeted instruction. **Scope:** LEA-wide	success. Implementing a Districtwide program is often more efficient than having individual programs for each student group. Resources can be pooled and shared, maximizing their impact. This is the most effective use of funds because observation and data show a decrease in the achievement gap among student groups due to the intervention services.	
2.15	**Action:** High School Support **Need:** 71% of graduating seniors met A-G requirements in Spring 2023. 24% of English Learner students met A-G (50 EL grads, 12 completed A-G) in Spring 2023. 63% of low-income students met A-G (316 grads, 200 completed A-G) in Spring 2023. 33% of foster youth met A-G (6 grads, 2 completed A-G) in Spring 2023. Early Assessment Program (EAP) college preparedness rate (as measured by 11th grade CAASPP scores indicating standard exceeded (Ready) or standard met (Conditionally Ready) in ELA.	Research on instructional leadership emphasizes that the leader's priority on instruction and continuous learning are the core work of the school to ensure student learning for all (Fullan, 2013). According to Robinson, Lloyd, and Rowe (2008), the greatest influence on student achievement is strongest when leaders promote and participate in teacher learning and development. To that end, the District has outlined school leadership to improve unduplicated pupils' college and career-ready outcomes as a high priority. At every comprehensive high school site, instructional deans will monitor the progress of English Learner students, foster youth, and low-income students. The deans will also design and implement interventions and lead professional development sessions. The instructional deans are designated school leaders focused on improving unduplicated students' academic and social-emotional outcomes. Both comprehensive high schools implement a leadership structure that includes instructional	2.9 The achievement gap percentage of students meeting or exceeding standards on the CAASPP Math and ELA exams. 2.10 A-G Completion Rates: Percentage of students meeting the UC/CSU 'A-G' requirements. 2.13 Percentage of English Learner students who made progress toward English Proficiency measured by ELPAC. 2.14 English Learner Reclassification Rate. 2.16 Early Assessment Program (EAP) college

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
	49.2% of students are EAP college-ready (exceeded) and 28.6% are conditionally ready (met) in 2023 in ELA. 0% of English Learner students are EAP college-ready (exceeded), and 5.8% are conditionally ready (met). 42.2% of low-income students are EAP college-ready (exceeded), and 27.5% are conditionally ready (met). 25% of foster youth are EAP college-ready (exceeded), and 0% are conditionally ready (met). Early Assessment Program (EAP) college preparedness rate (as measured by 11th grade CAASPP scores indicating standard exceeded (Ready), or standard met (Conditionally Ready) in Math. In 2023, 40.1% of students in math are EAP college-ready (exceeded), and 24.3% are conditionally ready (met). 13.2% of English Learner students are EAP college-ready (exceeded), and 24.5% are conditionally ready (met). 34.9% of low-income students are EAP college-ready (exceeded), and 24.1% are conditionally ready (met).	deans. Instructional deans play a crucial role in supporting student success, particularly for unduplicated students, and the benefits extend to the entire student body. Instructional deans oversee specific academic departments. This allows them to focus on the specific needs of unduplicated students, who might otherwise get lost in the shuffle. They can advocate for these students, ensuring they have access to appropriate resources and academic programs. Instructional deans often liaise between different academic programs (e.g., pathways, advanced courses, and mainstream classes). This is particularly helpful for unduplicated students receiving services from multiple programs. The deans can ensure smooth communication and collaboration between these programs to support the student's academic journey. Instructional deans monitor student progress and identify areas where unduplicated students might struggle. They can then work with teachers and counselors to develop personalized intervention plans to get them back on track. Instructional deans can foster a strong academic culture and network across the District's high schools for unduplicated students. Collaborating and sharing ideas and best practices can help create a unified vision for student success that benefits unduplicated students. Implementing this structure schoolwide ensures consistent support, promotes best practices, and	preparedness rate (as measured by 11th grade CAASPP scores indicating standard exceeded (Ready) or standard met (Conditionally Ready) in ELA. 2.17 Early Assessment Program (EAP) college preparedness rate (as measured by 11th grade CAASPP scores indicating standard exceeded (Ready) or standard met (Conditionally Ready) in 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
	0% of foster youth are EAP college-ready (exceeded), and 0% are conditionally ready (met). Based on the District's needs assessment, the following needs have been identified for low-income, foster youth, and English Learner student groups: High School Instructional Deans ensure that access and readiness for college or career are provided to the student groups through their direct leadership and oversight of teachers in providing consistent student learning experience with scaffolds to support students meet college and career readiness standards. **Scope:** Schoolwide	fosters a strong academic culture for both comprehensive high schools. This is the most effective use of funds because research on school leadership proves that school leadership was second only to classroom instruction in school-related impacts on student learning among foster youth, low-income, and English Learner students.	
3.3	**Action:** Counseling Services **Need:** The Districtwide suspension rate is 1.5% in 2022/2023. The suspension rate for foster youth is 22.90% in 2022/2023. The suspension rate for homeless youth is 12.80% in 2022/2023.	School counseling services play a vital role in supporting students' overall well-being, and homeless/low-income students and foster youth can reap significant benefits from them. Providing additional full-time counseling services on an LEA-wide basis maximizes the impact of decreasing suspension for all students, including Hispanic students and students with disabilities, who received the lowest performance on the state indicator of Suspension Rate. Despite excelling in certain areas, homeless/low-income students and foster youth student groups might face challenges like social anxiety, test	3.2 Suspension Metric

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
	Based on the needs assessment, foster youth and homeless students need caring adults at school who can provide them with guidance and connection. **Scope:** LEA-wide	stress, or difficulty managing time between academics and extracurricular activities. Counselors can provide a safe space to discuss these issues, develop coping mechanisms, and promote emotional well-being, positively impacting academic performance. homeless/low-income students and foster youth student groups might feel isolated due to their unique academic placement. Counselors can connect them with peers with similar interests or academic goals, fostering a sense of belonging and reducing feelings of isolation. Homeless/low-income students and foster youth student groups often have complex academic paths. Counselors can help them navigate course selection, explore potential college majors, and even start thinking about career options. This personalized guidance ensures they make informed decisions that align with their strengths and aspirations. Counseling services go beyond academics. Counselors can equip students with valuable life skills like communication, stress management, and conflict resolution. These skills benefit homeless/low-income and foster youth students in all aspects of their lives, both inside and outside school. Having counselors readily available allows for early identification of potential issues, enabling proactive intervention before problems escalate and potentially impact academic progress. Counselors play a crucial role in promoting a positive and supportive school climate. They can	

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
		provide resources and training for teachers and staff to better understand and address student mental health needs, creating a more well-rounded educational environment for all. Having access to additional school counselors is a strategic investment in student well-being for homeless/low-income students and foster youth. Implementing counseling services Districtwide ensures equitable access to emotional support, promotes early intervention, and fosters a healthy and supportive learning environment that benefits all students. This is the most effective use of funds because research shows that school-based counseling services have the advantage of explicitly targeting behaviors and symptoms that affect school functioning. Thus, they improve academic outcomes for homeless/low-income students and foster youth students (Lyon, Borntrager, Nakamura, & Higs-McMillan, 2013) and decrease suspensions for homeless/low-income students and foster youth students (Sheryl, Stephanie, Herrenkohl,Toumbourou, & Catalano, 2014).	
3.5	**Action:** Social Emotional Supports **Need:** The Districtwide suspension rate is 1.5% in 2022/2023.	Social-emotional supports are crucial for homeless/low-income students and foster youth student groups, who might face challenges like anxiety or navigating complex academic paths. Social-emotional supports and coordinated programs provide a safe space to address these concerns, develop coping mechanisms, and connection with peers. A Districtwide approach	3.2 Suspension metric

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The suspension rate for foster youth is 22.90% in 2022/2023. The suspension rate for homeless youth is 12.80% in 2022/2023. Based on the needs assessment, foster youth and homeless/low-income student groups need caring adults at school who can provide them with guidance and connection. When facing challenges such as a lack of stability and resources in a home environment, they have an equal opportunity to succeed. The District recognizes that unduplicated students may face specific social and emotional difficulties, such as adjusting to new school environments. **Scope:** LEA-wide	ensures all students have access to this vital support, promoting emotional well-being and creating a level playing field for academic success. Providing social-emotional support on an LEA-wide basis maximizes the impact of the services readily available to all students. The District has outlined specific actions under Goal 3 to promote a safe, respectful, equitable, and inclusive learning environment crucial for student success. The actions describe the District providing personnel and material resources to support homeless/low-income and foster youth students' social and emotional needs. One example of support is providing access to mental health counselors for homeless/low-income students and foster youth students with home/school connections. Based on observations from previous years, the District believes continuing targeted support for social and emotional learning for homeless/low-income students and foster youth students will be most effective in addressing the opportunity gap and advancing equity and excellence through SEL.	

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
2.6	**Action:** English Language Development (ELD) Support **Need:** The 2023 achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in ELA is 44.06% (English Only 73.55% / English Learner students 29.49%). 76% of all students (grades 3-8 and 11) met or exceeded. The achievement gap between English Only students and English Learner students meeting or exceeding standards on the CAASPP test in Math is 16.6% (English Only 62.55% / English Learner students 45.95%). 70% of all students (grades 3-8 and 11) met or exceeded. Based on our needs assessment and input from EL parents, the following needs have been identified for our English Learner student group. This student group needs teachers who are better prepared to teach language acquisition and academic language across the curriculum.	The District's English Language Development (ELD) Specialist and ELD Coordinators provide ongoing professional learning opportunities to TK-12 certificated and classified staff to ensure that English Learner students learn English and access the core curriculum through Designated and Integrated ELD instruction. The District's ELD Specialist provides professional development to TK-12th grade teachers and bilingual instructional aides on the English Language Development standards to ensure that teachers and support staff implement the standards consistently. The ELD Specialist and Educational Services will support teachers as they implement the updated ELA textbook, which includes explicit Designated ELD lessons, resources to support newcomers, and access to tiered phonics instruction to support English Learner students acquire the English Language. Both certificated and classified staff receive support in utilizing the board-adopted textbooks to meet the English Learner students' needs. The ELD Specialist and the ELD Coordinators provide ongoing support to teachers by providing ELD instruction that addresses the student's English proficiency level. Continuous professional learning on research-based strategies that scaffold the different proficiency levels will continue as the District supports teachers using Project GLAD (Guided Language Acquisition Design), Thinking Maps, and Sheltered Instruction Observation Protocol (SIOP) strategies. These actions will create targeted support to ensure	2.9 The achievement gap percentage of students meeting or exceeding standards on the CAASPP Math and ELA exams. 2.13 Percentage of English Learner students who made progress toward English Proficiency measured by ELPAC. 2.14 English Learner Reclassification Rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	Designated ELD instruction for English Learner students and high levels of student learning since TK-12th grade teachers are provided training and support in integrated ELD that supports all students accessing the core curriculum. This action ensures language acquisition for English Learner students to maximize learning academic language across the curriculum. This is the most effective use of funds because research says English Learner students thrive in schools where their education is the responsibility of the whole staff and not only of language specialists (Coady et al., 2008); and d) professional development is effective when it is coherent (Garet, Porter, Desimone, Birman, & Yoon, 2001), and language development standards can contribute to this coherence.	
2.18	**Action:** Outreach to Parents of English Learner Students **Need:** 71% of graduating seniors met A-G requirements in Spring 2023. 24% of English Learner students meeting A-G (50 EL grads, 12 completed A-G) in Spring 2023. Early Assessment Program (EAP) college preparedness rate (as measured by 11th grade CAASPP scores indicating standard	Bilingual instructional aides will be utilized to provide translation services for parent conferences, school events, and community outreach beyond their work hours. Outreach initiatives designed to connect with parents of English Learner students are powerful tools for boosting student success, and a Districtwide approach maximizes its impact. Strategic outreach bridges the school-home gap, empowering parents to better support their child's learning by understanding curriculum, culture, and expectations. Encouraged parental participation through outreach (events, volunteering,	2.10 A-G Completion Rates: Percentage of students meeting the UC/CSU 'A-G' requirements. 2.13 Percentage of English Learner students who made progress toward English Proficiency measured by ELPAC. 2.14 English Learner Reclassification Rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	exceeded (Ready) or standard met (Conditionally Ready) in ELA. 49.2% of students are EAP college-ready (exceeded) and 28.6% are conditionally ready (met) in 2023 in ELA. 0% of English Learner students are EAP college-ready (exceeded), and 5.8% are conditionally ready (met). Early Assessment Program (EAP) college preparedness rate (as measured by 11th grade CAASPP scores indicating standard exceeded (Ready) or standard met (Conditionally Ready) in Math. In 2023, 40.1% of students in math are EAP college-ready (exceeded), and 24.3% are conditionally ready (met). 13.2% of English Learner students are EAP college-ready (exceeded), and 24.5% are conditionally ready (met). Based on the District's needs assessment and input from EL parents, the following needs have been identified for English Learner student group: Ensure parents/families of English Learner students receive information, parent education opportunities, and home/school connections to bridge student success with parent/family engagement and partnership.	discussions) reinforces learning and highlights the value of home support. Effective outreach enhances educators' cultural sensitivity, enabling tailored teaching strategies for EL students. Research confirms that strong parental involvement boosts academic performance for all students, especially EL students, fostering engagement and motivation. A Districtwide commitment to accessible outreach for EL families, including exceeding required translation services, ensures equitable access regardless of background and promotes a level playing field. Outreach fosters community and belonging, making EL families feel valued and more engaged partners. Investing in Districtwide outreach to EL parents is a strategic move for student success, ensuring equitable support, improving communication, and building a strong, inclusive school community that benefits everyone. This is the most effective use of funds because research shows that parental involvement can improve English Learner students' academic and linguistic success (El Nokali, 2010).	2.16 Early Assessment Program (EAP) college preparedness rate (as measured by 11th grade CAASPP scores indicating standard exceeded (Ready) or standard met (Conditionally Ready) in ELA. 2.17 Early Assessment Program (EAP) college preparedness rate (as measured by 11th grade CAASPP scores indicating standard exceeded (Ready) or standard met (Conditionally Ready) in Math.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

Not Applicable

Additional Concentration Grant Funding

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

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$158,695,318.00	10,630,943.00	6.699%	0.000%	6.699%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$159,161,334.00	$16,912,278.00	$28,863,166.00	$3,956,912.00	$208,893,690.00	$180,970,912.00	$27,922,778.00

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	Attendance and Engagement	All	No			All Schools	Ongoing	$3,064,791.00	$1,658,343.00	$4,723,134.00	$0.00	$0.00	$0.00	$4,723,134.00	0%
1	1.2	Student Voice	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
1	1.3	Diversity Training	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
1	1.4	Attendance Support for Unduplicated Pupils	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$48,479.00	$11,682.00	$48,479.00	$0.00	$0.00	$11,682.00	$60,161.00	0%
1	1.5	Connectedness Through Technology	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
1	1.6	Family and Educational Partners Involvement	All	No			All Schools	Ongoing	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0%
2	2.1	Professional Development and Academic Support Focused on the Whole Child	All	No			All Schools	Ongoing	$19,098,284.00	$297,836.00	$19,150,854.00	$100,000.00	$0.00	$145,266.00	$19,396,120.00	0%
2	2.2	Academic Professional Development to Close the Achievement Gap	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$435,363.00	$531,314.00	$966,677.00	$0.00	$0.00	$0.00	$966,677.00	0%
2	2.3	Districtwide Data Sessions	All	No			All Schools	Ongoing	$347,131.00	$576,936.00	$606,617.00	$55,734.00	$260,590.00	$1,126.00	$924,067.00	0%

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	Infrastructure and Instructional Technology Support	All	No			All Schools	Ongoing	$2,912,075.00	$860,868.00	$3,772,943.00	$0.00	$0.00	$0.00	$3,772,943.00	0%
2	2.5	Equity and Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,434,614.00	$1,250,144.00	$2,684,758.00	$0.00	$0.00	$0.00	$2,684,758.00	0%
2	2.6	English Language Development (ELD) Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$45,000.00	$0.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	0%
2	2.7	Visual and Performing Arts	All	No			All Schools	Ongoing	$807,766.00	$1,027,836.00	$0.00	$1,751,021.00	$0.00	$84,581.00	$1,835,602.00	0%
2	2.8	Broad Range of Course Study	All	No			All Schools	Ongoing	$114,221,959.00	$10,262,217.00	$91,643,403.00	$9,259,859.00	$20,457,389.00	$3,123,525.00	$124,484,176.00	0%
2	2.9	TK-12 Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$47,000.00	$47,000.00	$0.00	$0.00	$0.00	$47,000.00	0%
2	2.10	Elementary Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	Ongoing	$1,455,352.00	$0.00	$1,348,162.00	$0.00	$0.00	$107,190.00	$1,455,352.00	0%
2	2.11	Intervention Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,744,176.00	$346,458.00	$1,690,634.00	$400,000.00	$0.00	$0.00	$2,090,634.00	0%
2	2.12	Highly qualified teachers, administrators, and support staff	All	No			All Schools	Ongoing	$2,019,472.00	$604,474.00	$2,623,946.00	$0.00	$0.00	$0.00	$2,623,946.00	0%
2	2.13	Induction Program	All	No			All Schools	Ongoing	$572,864.00	$106,500.00	$679,364.00	$0.00	$0.00	$0.00	$679,364.00	0%
2	2.14	Access to standards aligned instructional materials	All	No			All Schools	Ongoing	$11,500.00	$4,536,207.00	$1,329,945.00	$1,824,854.00	$1,075,400.00	$317,508.00	$4,547,707.00	0%

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	2.15	High School Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	Ongoing	$391,560.00	$0.00	$391,560.00	$0.00	$0.00	$0.00	$391,560.00	0%
2	2.16	Student Support for IEP Goals	Students with Disabilities	No			All Schools	Ongoing	$3,009,667.00	$0.00	$0.00	$38,335.00	$2,971,332.00	$0.00	$3,009,667.00	0%
2	2.17	Parent Education and Parent Meetings	All	No			All Schools	Ongoing	$20,515.00	$0.00	$20,515.00	$0.00	$0.00	$0.00	$20,515.00	0%
2	2.18	Outreach to Parents of English Learner Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$4,000.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	0%
3	3.1	School Facilities	All	No			All Schools	Ongoing	$13,419,360.00	$3,946,036.00	$17,324,205.00	$0.00	$41,191.00	$0.00	$17,365,396.00	0%
3	3.2	Comprehensive School Safety Plans	All	No			All Schools	Ongoing	$0.00	$34,000.00	$34,000.00	$0.00	$0.00	$0.00	$34,000.00	0%
3	3.3	Counseling Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$3,408,673.00	$0.00	$3,408,673.00	$0.00	$0.00	$0.00	$3,408,673.00	0%
3	3.4	Progressive Discipline / Behavior Support	All	No			All Schools	Ongoing	$1,573,131.00	$0.00	$0.00	$1,573,131.00	$0.00	$0.00	$1,573,131.00	0%
3	3.5	Social Emotional Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$254,735.00	$0.00	$0.00	$0.00	$254,735.00	$0.00	$254,735.00	0%
3	3.6	Wellness	All	No			All Schools	Ongoing	$2,062,374.00	$25,400.00	$1,649,469.00	$0.00	$438,305.00	$0.00	$2,087,774.00	0%
3	3.7	Increased Counseling Services	All	No			All Schools	Ongoing	$4,174,974.00	$1,012,000.00	$2,725,933.00	$370,538.00	$2,090,503.00	$0.00	$5,186,974.00	0%
3	3.8	Training to Support Mental Health, PBIS, and Trauma Informed Practices	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
3	3.9	Professional Development for Social and Emotional Learning	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.10**	Crisis Response Team	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
3	**3.11**	School Climate	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
3	**3.12**	Mental Health Services and Interventions	All	No			All Schools	Ongoing	$4,317,324.00	$733,527.00	$2,072,290.00	$1,538,806.00	$1,273,721.00	$166,034.00	$5,050,851.00	0%
3	**3.13**	Communication Platforms	All	No			All Schools	Ongoing	$119,773.00	$0.00	$119,773.00	$0.00	$0.00	$0.00	$119,773.00	0%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$158,695,318.00	10,630,943.00	6.699%	0.000%	6.699%	$10,634,943.00	0.000%	6.701 %	**Total:**	$10,634,943.00
								LEA-wide Total:	$8,846,221.00
								Limited Total:	$49,000.00
								Schoolwide Total:	$1,739,722.00

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	1.4	Attendance Support for Unduplicated Pupils	Yes	LEA-wide	Foster Youth Low Income	All Schools	$48,479.00	0%
2	2.2	Academic Professional Development to Close the Achievement Gap	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$966,677.00	0%
2	2.5	Equity and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,684,758.00	0%
2	2.6	English Language Development (ELD) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,000.00	0%
2	2.9	TK-12 Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,000.00	0%
2	2.10	Elementary Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$1,348,162.00	0%

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	2.11	Intervention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,690,634.00	0%
2	2.15	High School Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$391,560.00	0%
2	2.18	Outreach to Parents of English Learner Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,000.00	0%
3	3.3	Counseling Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,408,673.00	0%
3	3.5	Social Emotional Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$0.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$214,193,662.00	$217,494,597.00

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**	Attendance and Engagement	No	$4,017,986.00	$4,098,345.00
1	**1.2**	Student Voice	No	$0.00	$0.00
1	**1.3**	Diversity Training	No	$0.00	$0.00
1	**1.4**	Attendance Support for Unduplicated Pupils	Yes	$67,031.00	$69,377.00
1	**1.5**	Connectedness Through Technology	No	$0.00	$0.00
1	**1.6**	Family and Educational Partners Involvement	No	$56,000.00	$55,986.00
2	**2.1**	Professional Development and Academic Support Focused on the Whole Child	No	$19,512,713.00	$19,902,967.00

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)
2	2.2	Academic Professional Development to Close the Achievement Gap	Yes	$951,427.00	$965,698.00
2	2.3	Districtwide Data Sessions	No	$765,458.00	$780,767.00
2	2.4	Infrastructure and Instructional Technology Support	No	$3,333,302.00	$3,399,968.00
2	2.5	Equity and Access	Yes	$2,403,292.00	$2,451,358.00
2	2.6	English Language Development (ELD) Support	Yes	$40,983.00	$41,721.00
2	2.7	Visual and Performing Arts	No	$1,767,491.00	$1,800,897.00
2	2.8	Broad Range of Course Study	No	$126,747,634.00	$128,902,344.00
2	2.9	TK-12 Collaboration	Yes	$68,000.00	$68,000.00
2	2.10	Elementary Learning Specialists	Yes	$2,672,277.00	$2,720,378.00
2	2.11	Intervention Services	Yes	$2,442,331.00	$2,490,543.00
2	2.12	Highly qualified teachers, administrators, and support staff	No	$1,870,013.00	$1,875,623.00
2	2.13	Induction Program	No	$683,251.00	$685,300.00
2	2.14	Access to Standards Aligned Instructional Materials	No	$6,574,299.00	$6,607,171.00

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)
2	2.15	High School Instructional Deans	Yes	$383,674.00	$394,222.00
2	2.16	Student Support for IEP Goals	No	$2,962,884.00	$2,971,773.00
2	2.17	Parent Education and Parent Meetings	No	$12,667.00	$12,906.00
2	2.18	Outreach to Parents of English Learner Students	Yes	$2,490.00	$2,490.00
3	3.1	School Facilities	No	$23,807,996.00	$23,879,419.00
3	3.2	Comprehensive School Safety Plans	No	$0.00	$0.00
3	3.3	Counseling Services	Yes	$2,961,935.00	$3,030,059.00
3	3.4	Progressive Discipline	No	$0.00	$0.00
3	3.5	Social Emotional Supports	Yes	$294,102.00	$299,984.00
3	3.6	Wellness	No	$1,810,556.00	$1,846,767.00
3	3.7	Increased Counseling Services	No	$5,244,866.00	$5,349,763.00
3	3.8	Training to Support Mental Health, PBIS, and Trauma Informed Practices	No	$0.00	$0.00

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)
3	3.9	Professional Development for Social and Emotional Learning	No	$0.00	$0.00
3	3.10	Crisis Response Team	No	$0.00	$0.00
3	3.11	School Climate	No	$0.00	$0.00
3	3.12	Mental Health Services and Interventions	No	$2,598,729.00	$2,647,845.00
3	3.13	Communication Platforms	No	$140,275.00	$142,926.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$10,469,031.00	$10,226,989.00	$10,471,218.00	($244,229.00)	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	1.4	Attendance Support for Unduplicated Pupils	Yes	$55,364.00	$54,257.00	0%	0%
2	2.2	Academic Professional Development to Close the Achievement Gap	Yes	$972,028.00	$962,308.00	0%	0%
2	2.5	Equity and Access	Yes	$1,867,660.00	$1,961,043.00	0%	0%
2	2.6	English Language Development (ELD) Support	Yes	$10,757.00	$10,757.00	0%	0%
2	2.9	TK-12 Collaboration	Yes	$10,000.00	$26,500.00	0%	0%
2	2.10	Elementary Learning Specialists	Yes	$1,472,250.00	$1,501,695.00	0%	0%
2	2.11	Intervention Services	Yes	$2,440,831.00	$2,489,648.00	0%	0%
2	2.15	High School Instructional Deans	Yes	$383,674.00	$391,346.00	0%	0%
2	2.18	Outreach to Parents of English Learner Students	Yes	$2,490.00	$2,490.00	0%	0%
3	3.3	Counseling Services	Yes	$2,961,935.00	$3,021,174.00	0%	0%
3	3.5	Social Emotional Supports	Yes	$50,000.00	$50,000.00	0%	0%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$154,901,306.00	$10,469,031.00	0	6.759%	$10,471,218.00	0.000%	6.760%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024