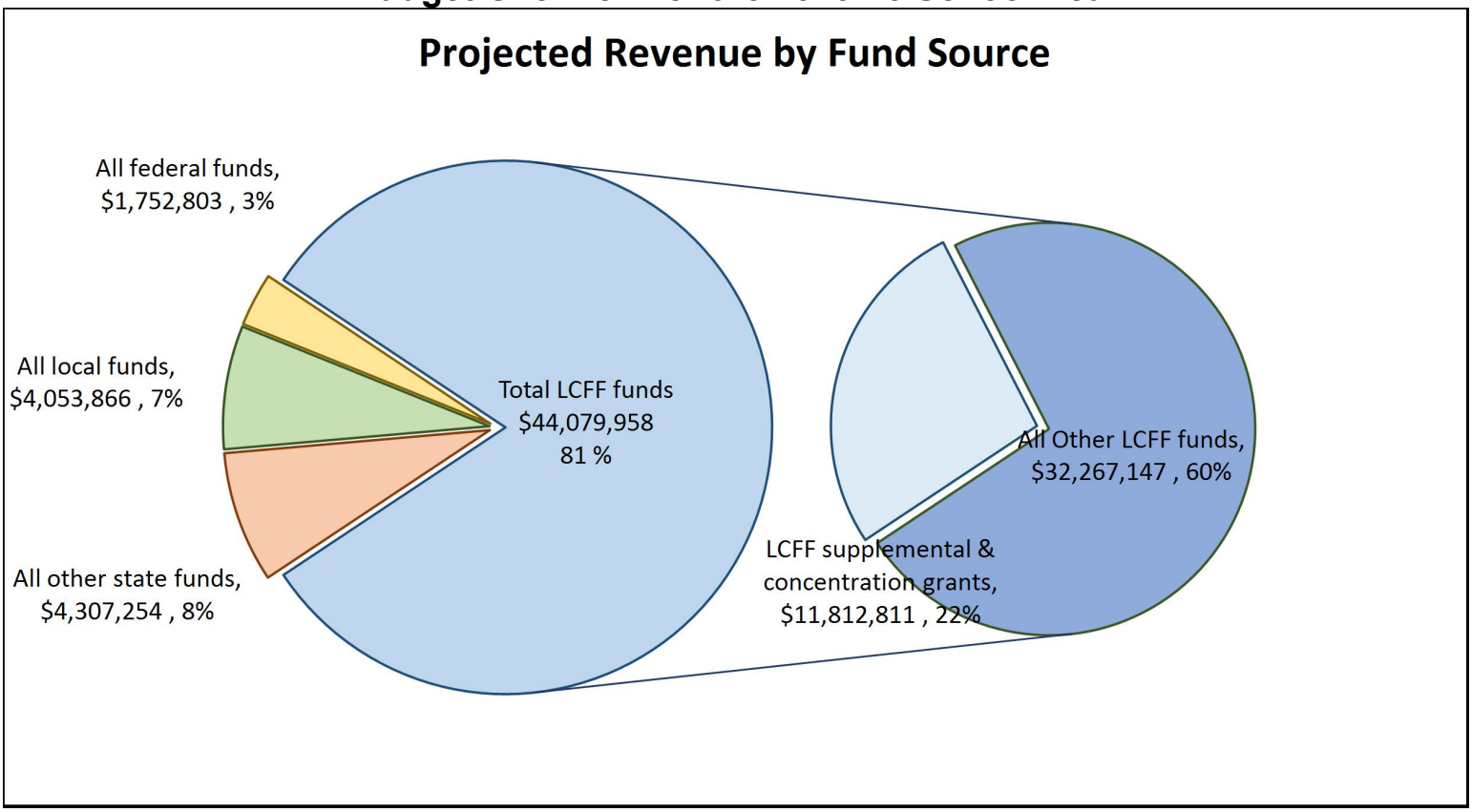
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Monterey County Joint Union High School District
CDS Code: 27-660668-000000
School Year: 2025-26
LEA contact information:
Caroline Cota, Ed.D.
Superintendent
superintendent@smcjuhsd.org
(831) 385-0606

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

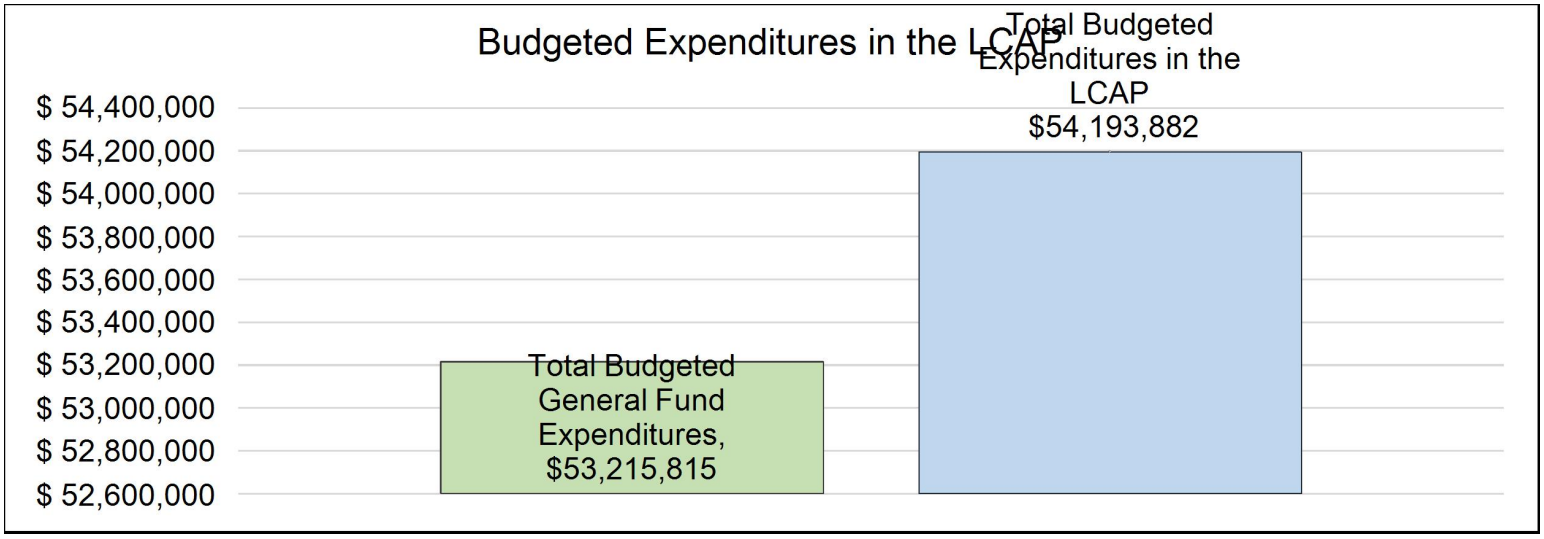


This chart shows the total general purpose revenue South Monterey County Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Monterey County Joint Union High School District is $54,193,881, of which $44,079,958 is Local Control Funding Formula (LCFF), $4,307,254 is other state funds, $4,053,866 is local funds, and $1,752,803 is federal funds. Of the $44,079,958 in LCFF Funds, $11,812,811 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 South Monterey County Joint Union High 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: South Monterey County Joint Union High School District plans to spend $53,215,815 for the 2025-26 school year. Of that amount, $54,193,882 is tied to actions/services in the LCAP and $-978,067 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

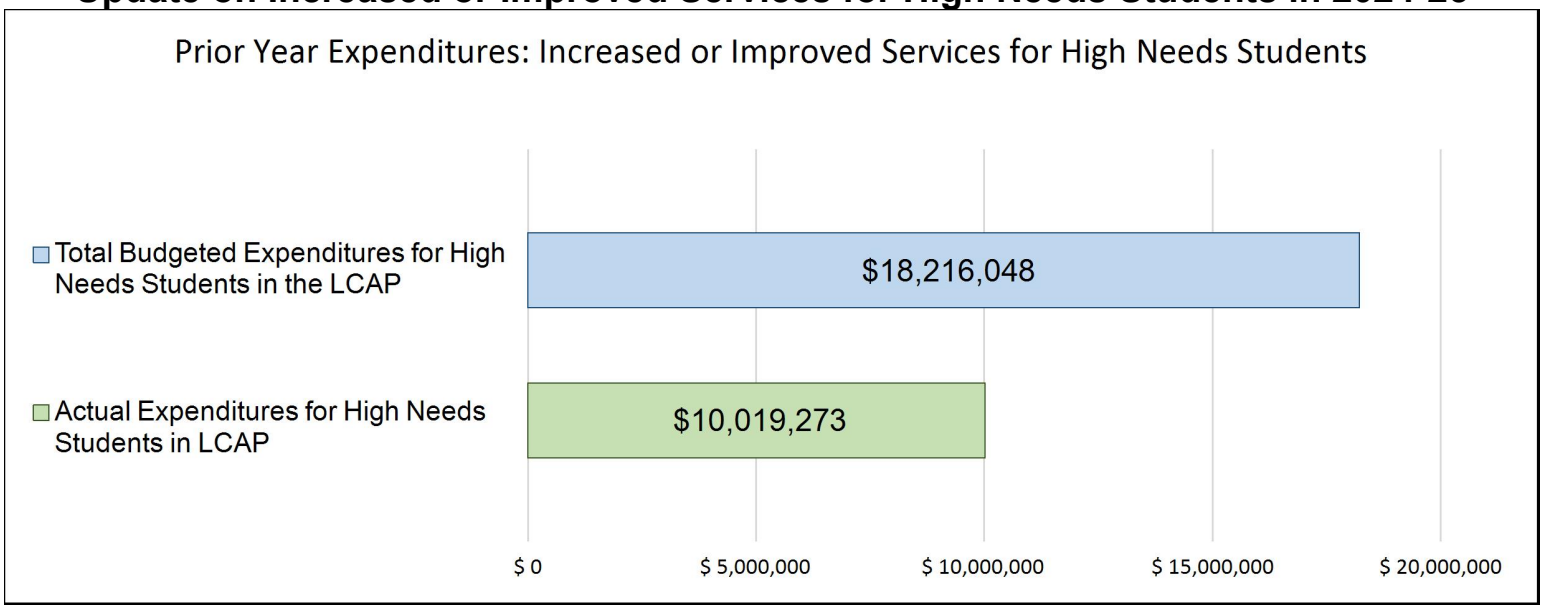
Basic services are paid from the general fund to include core program teacher, classified and essential administrative salaries/benefits and related expenses. Maintenance of facilities, utilities, transportation services and other basic and essential services for operations.

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

In 2025-26, South Monterey County Joint Union High School District is projecting it will receive $11,812,811 based on the enrollment of foster youth, English learner, and low-income students. South Monterey County Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. South Monterey County Joint Union High School District plans to spend $$19,970,470 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 South Monterey County Joint Union High 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 South Monterey County Joint Union High 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, South Monterey County Joint Union High School District's LCAP budgeted $18,216,048 for planned actions to increase or improve services for high needs students. South Monterey County Joint Union High School District actually spent $10,019,273 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $8,196,775 had the following impact on South Monterey County Joint Union High School District’s ability to increase or improve services for high needs students:

In the 2025-26 school year, the actual expenditures for actions and services intended to enhance or improve services for high-needs students were significantly lower than what was budgeted. The shortfall of $8,196,775.54 in spending was primarily due to unexpected delays (year 2) in construction projects and the implementation phases for mental health support services (including challenges in obtaining highly qualified applicants), which postponed their implementation. The impact of this underspending on the services intended to benefit high-needs students was, fortunately, minimal. As previously planned, a portion of these projects is scheduled to be completed in the Fall of the 2026/27 school year.

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
South Monterey County Joint Union High School District	Caroline Cota, Ed.D. Superintendent	superintendent@smcjuhsd.org (831) 385-0606

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 South Monterey County Joint Union High School District (SMCJUHSD) serves the educational needs of a diverse student population in southern Monterey County, California, an area known for its rich agricultural heritage. The district encompasses several rural communities, each contributing to the vibrant, culturally rich backdrop against which educational activities and community involvement take place. SMCJUHSD manages two comprehensive high schools—King City High School and Greenfield High School—as well as Portola-Butler Continuation High School and Pinnacle Coastal Valley High School, offering alternative educational pathways to meet the varied needs of its student body. For the 2024-2025 and 2025-2026 school years, both alternative schools are eligible to receive Equity Multiplier funds due to their high student turnover and a large percentage of socioeconomically disadvantaged students. The district also supports an Adult Education program, which provides vital resources for lifelong learning and skills development to the broader community. This LCAP outlines five strategic goals for 2025-27, focusing on Basic Services, College & Career Readiness, Partner Engagement, Safe & Healthy Environments, and Equity Multiplier initiatives. These goals are designed to address identified academic and social-emotional needs, particularly for unduplicated pupils and students with disabilities.

Demographically, 85% of the 2,762 students in SMCJHUSD are designated low income, with a large number of migrant groups from Oaxaca, Mexico, who speak various dialects like Triqui and Mixteco. Students come from a fifty-mile radius including areas such as San Antonio, San Lucas, San Ardo, Bradley, Bitterwater, and Fort Hunter Liggett. The district's student body includes a significant percentage of Hispanic or Latino students, reflecting the local community's composition. There is also a notable proportion of English Learners (ELs) and students with disabilities, highlighting the district's commitment to inclusive education. SMCJUHSD is dedicated to offering tailored support to these groups, ensuring all students have the opportunities and resources necessary to succeed academically and personally. The district's academic

programs are comprehensive, with a strong emphasis on both core academic courses and a variety of electives that cater to diverse interests and career aspirations. Students have access to Advanced Placement (AP) courses, Dual Enrollment courses, a robust Career Technical Education (CTE) program with pathways in sectors such as agriculture, business, health sciences, and technology, and a range of support services designed to boost college and career readiness.

Extracurricular activities and athletics are pivotal in SMCJUHSD, with sports including soccer, basketball, and baseball fostering teamwork and school spirit. The district also offers clubs and organizations that support the arts, sciences, and community service, providing students with a well-rounded educational experience. These programs not only enhance students' educational outcomes but also play a crucial role in personal development and community engagement. The district has received accolades for its educational initiatives, including improvements in graduation rates and achievements in state and national academic competitions, underscoring its commitment to excellence. Through its comprehensive educational offerings, SMCJUHSD not only meets the academic and personal development needs of its students but also plays a critical role in the life of the wider community, preparing students to lead successful, productive lives.

As part of the LCAP development process, the district engaged a diverse range of educational partners, including students, parents, DELAC, school staff, and community members. Feedback from these groups played a critical role in shaping key priorities, such as the expansion of Career Technical Education (CTE) pathways and the enhancement of student support services. Their input ensured that the plan reflects the needs and aspirations of the school community. Further details on the engagement process are provided in the “Engaging Educational Partners” section.

Reflections: Annual Performance

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

Reflecting on the 2024 performance of South Monterey County Joint Union High School District as measured on the California School Dashboard, it's clear that there are several areas of concern and opportunity. The data shows a widespread need for academic support across various groups, with English learners, foster youth, and economically disadvantaged students displaying significant gaps, particularly in English Language Arts and Mathematics.

Here is the list of the school's lowest-performance indicators and student groups on the 2023 CA School Dashboard:

COLLEGE AND CAREER READINESS INDICATOR:
All Students: Pinnacle Coastal Valley High, Portola-Butler Continuation High
English Learner: Districtwide, Greenfield High, King City High
Hispanic: Pinnacle Coastal Valley High, Portola-Butler Continuation High
Socioeconomically Disadvantaged: Pinnacle Coastal Valley High, Portola-Butler Continuation High
Students with Disabilities: District Wide, King City High

ENGLISH LANGUAGE ARTS INDICATOR
English Learner: Greenfield High, King City High, Districtwide

Homeless Youth: Districtwide

MATH INDICATOR:
All Students: Districtwide
English Learner: Greenfield High, King City High
Hispanic: Districtwide, King City High
Homeless Youth: Districtwide
Socioeconomically Disadvantaged: Districtwide, King City High
Students with Disabilities: Districtwide

SUSPENSION INDICATOR:
All Students: Greenfield High
English Learner: Districtwide, Greenfield High
Hispanic: Greenfield High
Homeless Youth: Greenfield High, Districtwide
Socioeconomically Disadvantaged: Greenfield High
Students with Disabilities: Districtwide, Greenfield High

Academic Performance:
The district faced substantial challenges in Mathematics, where students, especially English learners and those with disabilities, performed well below standard. English Language Arts also presented difficulties, although there were some improvements. These outcomes highlight the urgency of targeted academic interventions to support these students more effectively.

Graduation Rates and College/Career Readiness
On a more positive note, the graduation rates have shown a steady increase, reflecting ongoing efforts to keep students engaged and progressing through their education. However, the low college and career readiness scores, particularly among English learners and students with disabilities, suggest that more needs to be done to prepare these students for life after high school.

Suspension Rates
The district has successfully implemented strategies that have reduced suspension rates. This is crucial as maintaining students in school is fundamental to their academic success and overall well-being.

Support for Underserved Students
The district has made strides in supporting underserved students by expanding access to academic support services and enhancing English Learner programs. Continuing to build on these efforts is essential for closing the achievement gap.

Community and Parent Engagement
Efforts to improve community and parent engagement have been fruitful, which is vital for creating a supportive educational environment. Strengthening these relationships helps enhance student success and community cohesion.

While the district has made commendable progress in several areas, the data clearly indicates that significant challenges remain. Enhancing support in Mathematics, increasing college and career readiness, and continuing to develop community engagement are crucial for building on current successes and addressing persistent disparities. The district's commitment to using data-driven strategies to tailor educational interventions will be pivotal in moving forward.

The District will not expend Learning Recovery Emergency Block Grant (LREBG) funds during the 2025–26 school year. Instead, these funds will be carried over and strategically allocated in the 2026–27 and 2027–28 LCAP years to support a comprehensive overhaul of the District's mental health and wellness services.

The carryover funds will support the hiring of two additional Mental Health Wellness Specialists (increasing the total to four) and two Community/Wellness Directors. These new positions will expand direct mental health services and build capacity for schoolwide wellness initiatives, with an emphasis on serving unduplicated pupils whose mental health needs have intensified post-pandemic.

The LEA will integrate this expansion explicitly into:

Goal 4, Action 4.11 – Mental Health and Socioemotional Supports and Interventions, and

Goal 4, Action 4.13 – Wellness Center and Staffing.

These actions will be annotated in the LCAP to identify LREBG as a funding source and to specify the staffing and services supported by the grant.

Justification:
This use of LREBG funds meets statutory requirements under EC Section 32526(c)(2)(A–F) by funding evidence-based interventions addressing significant social-emotional and mental health needs. These services are principally directed toward unduplicated pupils to support academic recovery, increase engagement, and reduce disciplinary disparities.

Monitoring:
The effectiveness of these LREBG-funded services will be evaluated using the following metrics:

Metric 4.2 – Chronic Absenteeism Rate

Metric 4.6 – Suspension Rate

Local data from the California Healthy Kids Survey (CHKS), disaggregated by student group, including unduplicated pupils and students with disabilities.

Targets will be set to measure improvement in student well-being, school connectedness, and access to timely mental health services. The District will annually review these indicators to assess impact and inform continuous improvement.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard data, the South Monterey County Joint Union High School District was eligible for Technical Assistance due to significant performance challenges among key student groups. Specifically, the district's English Language Learners (ELLs) and socioeconomically disadvantaged students exhibited low academic performance, with test scores in English Language Arts and Mathematics falling below state standards. Additionally, these groups showed high chronic absenteeism rates and lower graduation rates compared to state averages. These performance issues need targeted support to address educational disparities and improve overall student outcomes. SMCJUHSD qualifies for technical assistance based on the student groups and indicators:

1. English Learner Met Criteria in Priority Areas 4 (Academic Indicators), 6 (Suspensions), and 8 (College/Career)

In addition to the academic challenges, during the 2024-2025 academic year, the South Monterey County Joint Union High School District (SMCJUHSD) the new leadership, including a new Superintendent, Assistant Superintendent of Educational Services, Director of Human Resources, Director of Special Education, and a Director of Student Services continued to provide essential support and guidance integrating into the ongoing initiatives within the district. Their collaboration has been pivotal, offering both technical assistance and strategic support to address the diverse needs of our school community.

Key support services have been pivotal in enhancing educational delivery within the district. These services have directly supported teacher instruction, the selection of curriculum, and the comprehensive planning for the 2024-2025 school year, ensuring that our educational strategies are both robust and forward-thinking.

Notable initiatives included:

- Adoption of new Math and ELD curriculum.
- Facilitating the English and Math Textbook Adoption process to ensure our resources reflect the latest in educational research and pedagogy.
- Providing coaching for math teachers focused on the cycle of continuous improvement, enhancing instructional effectiveness.
- Organizing and planning for the 2025 summer professional development sessions, aimed at enriching our educators' skills and knowledge.
- Establishing a Math Community of Practice to foster a collaborative environment where educators can share insights and challenges.
- Assisting in the development of the Local Control and Accountability Plan (LCAP), ensuring it is reflective of our community’s needs and goals.
- Supporting ongoing Data Analysis to inform teaching practices and administrative decisions.
- Continue to offer expansive Professional Development opportunities to keep our staff at the forefront of educational innovation.

These concerted efforts have not only shaped planning for the 2025-2026 academic year but have also focused on areas requiring growth, particularly in enhancing student achievement among English learners, students with disabilities, and homeless students. While addressing these challenges, we continue to bolster the array of effective and award-winning programs that SMCJUHSD proudly offers, striving for

excellence in every facet of our educational landscape.

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.

There are no schools 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.

There are no schools identified for CSI.

Monitoring and Evaluating Effectiveness

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

There are no schools identified for CSI.

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
Community, principals, administrators, counselors, SELPA	2024-2025: LCAP Community Forums: February 11, 2025 - Greenfield High School Library March 3, 2025 - King City High School Library Administrative Council: March 31, 2025 - District Office 2023-2024: LCAP Community Forums were organized where cabinet members sat with small groups of community members and elicited their suggestions, concerns and ideas on what can be done to make our schools better. Multiple meetings were held on the following dates in 2023: • Sept. 14: Trinity Church • Oct. 3, 19, Nov. 1: Greenfield High School • Oct. 10, 17, 30: King City High School Digital and hard copy surveys were available in English and Spanish for those who were unable to attend in person. Links to the surveys were included in the monthly community newsletters in September and October 2023. Initial results of the surveys were made public in the November 2023 newsletter.
Students	2024-2025: District Student Advisory Team (DSAT): The district created a student advisory committee comprised of student representatives from all

Educational Partner(s)	Process for Engagement
	school sites (KCHS, GHS, and Alternative Education) to discuss current issues, review data (examples: academic, attendance, SEL), problem solve, and generate feedback on resources for student and staff. This includes specific conversations to influence Equity Multiplier actions for Pinnacle Coastal Valley High and Portola-Butler. October 2, 2024 November 20, 2024 February 5, 2025 March 12, 2025 LCAP Student Forums and Empathy Interviews were organized to ensure we received feedback from the most critical voices. The student feedback was instrumental in developing our new LCAP goals and actions. Cabinet members visited each school and spoke to small groups of students to document their thoughts as to what can be done to improve their educational experience and prepare them for college and career. This includes specific conversations to influence Equity Multiplier actions for Pinnacle Coastal Valley High and Portola-Butler. Multiple meetings were held on the following dates in 2024-25: • Sept. 13: Portola-Butler Continuation HS • Sept. 21, 26, Oct. 12, 25: Greenfield High School • Sept. 18, Oct. 18, 25: King City High School Digital surveys were available in English and Spanish for those who were unable to attend in person.
District Office Staff: Clerical, Custodians, Bus Drivers, Cafeteria Staff	2024-2025: The superintendent held day-long site visits approximately each month. Staff were invited to meet with the superintendent to share any concerns and suggestions. The input provided during these meetings led to some of the action updates for the 2025-2026 school year. September 12, 2024 - Greenfield High School September 13, 2024 King City High School October 3, 2024 - Greenfield High School October 25, 2024 - King City High School November 7, 2024 - Greenfield High School November 14, 2024 - King City High School

Educational Partner(s)	Process for Engagement
	January 21, 2025 - King City High School January 23, 2025 - King City High School Feb 6, 2025 - Greenfield High School Feb 14, 2025 - King City High School May 22, 2025 - King City High School May 23, 2025 - Greenfield High School 2023-2024: LCAP Staff empathy interviews were organized to ensure we heard the voices of the district staff and all those who work in the district. • Oct. 5: King City High School • Oct. 31: District Office Board Room Digital and hard copy surveys were available in English and Spanish for those who were unable to attend in person. Links to the surveys were included in the monthly staff newsletters in September and October 2023. Initial results of the LCAP input was included in the December 2023 Board Study Session.
Teachers, Classified staff, labor partners	2024-2025: The superintendent held day-long site visits approximately each month. Staff were invited to meet with the superintendent to share any concerns and suggestions. The input provided during these meetings led to some of the action updates for the 2025-2026 school year. September 12, 2024 - Greenfield High School September 13, 2024 King City High School October 3, 2024 - Greenfield High School October 25, 2024 - King City High School November 7, 2024 - Greenfield High School November 14, 2024 - King City High School January 21, 2025 - King City High School January 23, 2025 - King City High School Feb 6, 2025 - Greenfield High School Feb 14, 2025 - King City High School May 22, 2025 - King City High School May 23, 2025 - Greenfield High School

Educational Partner(s)	Process for Engagement
	LCAP Listening Tours were organized to ensure teachers and school staff had the opportunity to discuss areas of concern and suggest strategies to improve student achievement. This includes specific conversations to influence Equity Multiplier actions for Pinnacle Coastal Valley High and Portola-Butler. Multiple meetings were held on the following dates in 2024-25: • Sept. 6: Faculty Meeting King City High School and Greenfield High School • Sept. 13: Faculty Meeting Portola-Butler Continuation HS • Nov. 9: Empathy Interview - King City High School Digital and hard copy surveys were available in English and Spanish for those who were unable to attend in person. Links to the surveys were included in the monthly staff newsletters in September and October 2023. Initial results of the LCAP input was included in the December 2023 Board Study Session.
District English Learners Advisory Committee, Parent Advisory Committee	2024-2025: DELAC: October 15, 2024 - King City High School Library November 19, 2024 - Greenfield High School Library January 28, 2025 - King City High School Library February 20, 2025 - Greenfield High School Library May 1, 2025 - Greenfield High School Library 2023-2024: The DELAC parents met monthly and at some of their meetings, they had open discussions about what the district can do to better serve our English Learners. • Oct. 26 - King City High School • Nov. 30 - Greenfield High School • May 16 - King City High School
School Parent Meetings	Schools had various parent meetings where a member of Cabinet asked parents what we can do better. Multiple meetings were held on the following dates in 2023: • Oct. 17, 24: Greenfield High School • Sept. 5, Oct. 3: King City High School

Educational Partner(s)	Process for Engagement
	In these meetings, we had various empathy interviews with parents who felt more comfortable giving us feedback in private. • Sept. 26: Greenfield High School • Sept. 28: King City High School
District Advisory Committee	New in 2024-2025: District Advisory Committee (DAC): October 15, 2024 - King City High School Library November 19, 2024 - Greenfield High School Library January 28, 2025 - King City High School Library February 18, 2025 - Greenfield High School Library March 18, 2025 - King City High School Library April 29, 2025 - Greenfield High School Library

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

The development of the 2024-2027 Local Control and Accountability Plan (LCAP) for the South Monterey County Joint Union High School District was significantly influenced by comprehensive feedback from educational partners, parents, students, teachers, and community members. This feedback was gathered through various methods including forums, interviews, digital surveys, and empathy interviews, ensuring a wide range of perspectives and needs were considered in shaping the LCAP.

Student Feedback:
Students expressed a desire for more real-life skills such as financial literacy, better preparation for college and careers, more tutoring, and increased access to Career Technical Education (CTE) courses. They highlighted the need for more engaging and hands-on learning experiences and more opportunities to practice communication skills to better prepare them for future challenges.

Parent and Community Feedback:
Parents and community members emphasized the need for better communication with teachers and more information on college and career paths. They also called for more social and emotional support for students, and improved facilities that contribute to a safer and more conducive learning environment.

Teacher and Staff Feedback:
Feedback from teachers and staff pointed to the need for updated curriculum resources, more professional development, and enhanced parental involvement. They also noted the importance of expanding elective course offerings to include practical skills and providing more comprehensive counseling services.

Incorporating the Feedback:

The district took this feedback seriously, integrating it into the LCAP by prioritizing goals, actions, metrics and budgeted expenditures such as:

1. Enhancing Curriculum and Instruction:
Actions: Introducing more practical courses, updating teaching methods, and providing additional support for English learners and students with disabilities to ensure equitable access to education.
Metrics: Increase in student performance in English Language Arts and Mathematics as measured by CAASPP scores.
Budgeted Expenditures: Funds allocated for professional development and updated instructional materials to support these initiatives.

2. Improving Facilities:
Actions: Addressing the need for safer, more modern facilities that support academic success and well-being.
Metrics: Improved ratings on the Facilities Inspection Tool (FIT) report.
Budgeted Expenditures: Investments in facility upgrades and maintenance to ensure all schools are in good repair.

3. Increasing Support Services:
Actions: Expanding mental health services, counseling, and career guidance to support student well-being and future planning.
Metrics: Increased student access to counseling services and higher participation in mental health programs.
Budgeted Expenditures: Allocating funds for hiring additional counselors and mental health professionals.

4. Strengthening Community and Parental Engagement:
Actions: Developing more robust communication channels between schools and families to ensure parents are well-informed and actively involved in their children's education.
Metrics: Higher parent participation in school meetings and events, as indicated by sign-in sheets and survey responses.
Budgeted Expenditures: Resources for parent involvement coordinators and communication tools like ParentSquare.

5. Expanding Career Technical Education (CTE) Pathways:
Actions: Expanding CTE pathways in all schools, especially in Equity Multiplier-funded schools.
Metrics: Increased enrollment and completion rates in CTE programs.
Budgeted Expenditures: Funding for CTE program development, including salaries for specialized staff and materials for new courses.

Influence of Consultation with Educational Partners on LCAP Development:

Consultation with educational partners at schools generating Equity Multiplier funds had a substantial impact on the LCAP. Meetings with educational partners, including teachers, parents, students, and community members, provided valuable insights into the specific needs and challenges faced by the schools. These consultations underscored the importance of addressing high student turnover and supporting socioeconomically disadvantaged students, leading to targeted strategies in the LCAP.

Key feedback from these consultations included the need for more robust support systems for English Learners, enhanced professional development for teachers, and the importance of culturally responsive teaching practices. This feedback was critical in forming the Equity Multiplier plans, ensuring additional resources and supports were directed towards the schools with the highest needs. The district

incorporated these suggestions into the LCAP, ensuring that the goals and actions are aligned with the actual needs of the students and the community. This collaborative approach ensured that the LCAP is not only a compliance document but also a strategic plan that genuinely reflects the priorities and aspirations of the district's educational partners.

Through these comprehensive efforts, the district aims to build a strong foundation for sustainable improvement at Portola-Butler Continuation High School, ensuring that all students have access to high-quality education and the support they need to succeed. The district's commitment to collaboration and inclusion of community feedback underscores its dedication to continuous improvement and educational excellence.

These adjustments aim to address the direct feedback from the district's community, ensuring that the LCAP not only meets regulatory requirements but also reflects the specific needs and aspirations of its students and their families. The district's commitment to revising its strategies based on stakeholder input exemplifies a responsive and community-centered approach to educational planning and improvement.

The adopted LCAP for the South Monterey County Joint Union High School District reflects a deep commitment to honoring the voices of educational partners. Feedback from students, parents, staff, and community members directly influenced several key components of the plan. Notably, the expansion of Career Technical Education (CTE) pathways was developed in response to student input requesting more real-life, hands-on learning opportunities. This led to a new action focused on increasing CTE access across all schools, particularly those receiving Equity Multiplier funds, with metrics tracking enrollment and completion rates in CTE programs. Similarly, feedback from teachers and parents underscored the need for stronger home-school communication, resulting in the development of targeted parent engagement actions supported by tools like ParentSquare and measured through participation rates at school events. Mental health and counseling services were also expanded based on partner input, with metrics tied to increased student access. Finally, the Equity Multiplier consultations shaped culturally responsive strategies and professional development supports, ensuring the needs of English Learners and socioeconomically disadvantaged students are met. These updates underscore the district's commitment to collaborative, data-informed planning grounded in the lived experiences and aspirations of its educational community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Manage resources responsibly to prioritize students, promote equitable distribution, and minimize waste	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure high levels of achievement for students and staff, it is crucial that basic needs are met across all schools. A key component of this objective is to guarantee an equitable distribution of services across the entire district. Data gathered from surveys and interviews have underscored the need for systems that are tailored to the specific needs of each school, ensuring that supports are strategically designed and implemented.

The foundation of academic improvement, particularly for underperforming students, lies in maintaining safe, inclusive, and well-managed resources and facilities. According to the local indicators and the 2023 California Dashboard, the South Monterey County Joint Union High School District (SMCJUHSD) has successfully provided broad access to courses, leading to significant strides in English Learner (EL) reclassification and overall graduation rates. Despite these advancements, challenges persist, particularly in mathematics for English learners and students with disabilities. Additionally, specific groups such as homeless youth require further academic support to enhance their educational outcomes.

Furthermore, there is a pressing need to boost graduation rates and college and career readiness, especially among homeless youth, English learners, and students with disabilities. Feedback from parents, guardians, and students has highlighted the importance of recruiting high-quality, well-trained teachers to ensure that students receive effective instruction, which is vital for preparing them for future college and career opportunities.

The planned actions and metrics aim to create a secure and efficiently managed environment that supports the professional needs of our staff. These measures will foster professional collaboration and training necessary to deliver high-quality instruction. This strategic approach is designed to prepare all students, particularly our homeless youth, English learners, and students with disabilities, for graduation and beyond.

This goal has been developed to responsibly manage resources, prioritize student needs, promote equitable distribution across the district, and minimize waste, ensuring that all students have the opportunity to succeed in a supportive educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Safe, Clean Functional School Facility Source: Facilities Inspection Tool FIT Report	2022-2023: All facilities were found to be in good repair	2024-2025: All facilities were found to be in good repair		2025-2026: Maintain all facilities in good repair	2024-2025: Maintained
1.2	Access to Instructional Materials Source: Williams Report	2022-2023: All students had access to instructional Materials, Student Devices EL, SED, Foster: 100%	2024-2025: All students had access to instructional materials, student devices: EL, SED, Foster: 100%		2025-2026: Maintain all student access to updated instructional Materials, Student Devices and AI Tutoring	2024-2025: Maintained
1.3	Appropriate Assigned Teachers Source: Data Quest	2021-2022: 72% of teachers were cleared and appropriately assigned	2022-2023: 66% of teachers were cleared and appropriately assigned.		2024-2025: 95% of teachers cleared and appropriately assigned	6% less teachers were cleared and appropriately assigned.

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 2024-25, Goal 1 focused on maintaining safe, functional learning environments and ensuring equitable access to resources across all sites. Core actions such as staffing, materials, facilities maintenance, and technology infrastructure were carried out as planned.

Action 1.1 (Base Program) was implemented districtwide, supporting salaries, benefits, and operational supplies essential for student learning. No challenges in implementation.

Action 1.2 (Cybersecurity and Technology Support) centered on upgrading the district's digital infrastructure and safeguarding systems through hardware and software enhancements.

Substantive differences in implementation emerged in Action 1.2.
The district experienced unexpected cybersecurity incidents and threats, prompting an accelerated push to expand our system protections. Additionally, device replacement needs outpaced original projections, especially at alternative sites and for students with older Chromebooks. These realities highlighted the need for more robust, updated technology systems, not only to support instruction but to ensure student data privacy and network security.

Analysis for each goal was developed through a collaborative process involving the LCAP advisory committee, district leadership, and site principals, who reviewed performance data and implementation notes.

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

Action 1.1 - No material differences.

Action 1.2 - For the 2025–26 period, we anticipate requiring less investment than in last year's budget.
Material differences for 24-25 were due to cybersecurity threats necessitating emergency updates to firewalls, anti-virus tools, and system monitoring software; however, costs came in under budget.

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

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Action(s):
1.1 – Base Program (Salaries, Benefits, Operational Support)
Effectiveness of Action(s): 3 – Effective
Metric(s): 1.1, 1.2, 1.3
Analysis Statement: This foundational action provided consistent support for all operational areas including staffing, supplies, and school services. It ensured facilities remained functional and allowed for seamless delivery of instruction, contributing to an overall stable learning environment.

Action(s):
1.2 – Cybersecurity and Technology Support
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 1.2, 2.1 and 2.2
Analysis Statement:

Implementation of this action led to upgrades in digital infrastructure and improved device access for most students; however, its overall effectiveness was limited by rising cybersecurity threats and aging hardware. While the district took proactive steps to begin strengthening system protections, not all allocated funds were expended due to the time needed to research, vet, and procure appropriate cybersecurity tools and replacement technology that would meet current and future needs. Given the increasing cost of these materials and services, additional investments will be necessary in the coming year to ensure robust system security and equitable device access for all students. The district's efforts to enhance technological infrastructure and cybersecurity appear effective, with CAASPP data showing academic progress among key student groups, English learners improved by 17 points, students with disabilities by 32 points, and homeless students by 29 points. These gains suggest that improved access to reliable technology and safer digital environments is contributing positively to student learning outcomes, especially for vulnerable populations.

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

The following are the changes for 2025-26:
Action 1.1
Change: Budgeted expenditures were updated in Action 1 to align the LCAP with the district's budget for base services.

Action: 1.2 – Cybersecurity and Technology Support
Change: Increase funding to support system-wide cybersecurity upgrades and accelerated device replacement.
Reason: Due to multiple cybersecurity threats and aging student devices, a larger investment is required to protect data and ensure all students have access to functional technology.
Impact: These changes will improve system reliability, safeguard student information, and ensure continued access to instructional technology.
No changes in Goal, metrics, or target outcomes.

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	Base Program: Salaries and Benefits, Supplies Services	In order to support the learning of all students, the district will provide basic educational and operational expenditures including, but not limited to, salaries and benefits, supplies, materials, services, and other expenditures.	$30,795,505.78	No

Action #	Title	Description	Total Funds	Contributing
1.2	Cybersecurity and Technology Support	The pandemic highlighted the essential role of technology in enhancing student learning, particularly for English learners, low-income students, and foster youth. Access to technology not only boosts academic performance but is also crucial for developing 21st-century skills among these vulnerable groups. In response, the district plans to enhance our technological infrastructure by appointing additional staff dedicated to improving district-wide connectivity. Furthermore, in an era of increasing cyber threats, it is imperative to implement robust security measures to safeguard our students and staff, especially those who might not have secure access outside of school settings. The staff will focus on enhancing cyber safety at all school sites, helping to protect systems against viruses and cyber threats. The district will also invest in modernizing and fortifying our technological resources with updated equipment and security software, ensuring a safe and secure digital environment for learning.	$722,649.39	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Prepare all students for their individual college and career goals through meaningful curriculum and instruction	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Input from teachers, parents, guardians, bargaining units, and students, combined with insights from local indicators and the 2024 California Dashboard, indicates a pressing need to enhance the academic performance of English learners specifically LTELs, students with disabilities, and homeless students in English and mathematics. There is also a significant need to boost A-G completion rates among these groups to ensure that they have access to a rigorous, grade-level curriculum that adequately prepares them for their future college and career aspirations. Additionally, it is critical to make Career Technical Education (CTE) pathways more accessible, especially to our English learners and students with disabilities, who currently show low participation and completion rates in these programs.

By prioritizing these areas, we aim to improve the success of our unduplicated students in developing and achieving their career goals and higher education plans. This strategic focus will also empower our teachers to critically evaluate and enhance their instructional practices, fostering engagement and creating accessible learning pathways for students with diverse learning styles and abilities. To effectively prepare all students for their individual college and career goals, we must implement a curriculum that is both meaningful and comprehensive, tailored to diverse learning needs and future aspirations. This involves blending core academic skills with real-world applications to increase the relevance and engagement of our educational offerings.

The district is committed to providing students with opportunities to explore various career paths and post-secondary options. This will be achieved through strengthening partnerships with local businesses and higher education institutions and expanding our Career Technical Education pathways to include new and relevant programs. This goal is designed to ensure that all students, regardless of background, are equipped with the knowledge, skills, and experiences necessary to thrive in their chosen paths post-graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA Progress toward Standard Source: CAASPP Dashboard	Spring 2022-2023: Districtwide: All Students:12 pts below standard English Learners (EL): 96 pts below standard Students with Disabilities (SWD): 127 pts below standard Homeless: 93 pts below standard Socioeconomically Disadvantaged (SED): 19 pts below standard GHS: EL: 103 pts below standard KCHS: EL: 76 pts below standard	Spring 2023-2024: Districtwide: All Students: 3 pts below standard English Learners: 79 pts below standard Students with Disabilities: 95 pts below standard Homeless: 64 pts below standard Socioeconomically Disadvantaged (SED): 7.5 pts below standard GHS: EL: 92 pts below standard KCHS: EL: 49 pts below standard		Spring 2025-2026: Districtwide: All Students: 5 pts. below standard EL: 66 pts. below standard SWD: 100 pts. below standard Homeless: 73 below standard SED: 10 pts. below standard GHS: EL: 90 pts below standard KCHS: EL: 65 pts below standard	2024-2025 Districtwide: All Students : +9 pts progress English Learners : +17 pts progress Students with Disabilities : +32 pts progress Homeless : +29 pts progress Socioeconomically Disadvantaged (SED): +11.5 pts progress GHS: EL: +11pts progress KCHS: EL: +27 pts progress
2.2	Math Progress toward Standard Source: CAASPP Dashboard	Spring 2022-2023: Districtwide: All Students:127 pts. below standard EL: 182 pts. below standard SWD: 225 pts. below standard Homeless: 195 pts. below standard SED: 135 pts below standard	Spring 2023-2024: Districtwide: All Students: 132 pts below standard EL: 192 pts below SWD: 199 pts below standard Homeless: 168 pts below standard SED: 136 pts below standard		Spring 2025-2026: Districtwide: All Students: 107 pts. below standard EL: 162 pts. below standard SWD: 210 pts. below standard Homeless: 175 pts. below standard	2024-2025: Districtwide: All Students: -5 pts decline EL: -10 pts decline SWD: +26 pts progress Homeless: + 27 pts progress SED: -1 pts decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 132 pts. below standard GHS: EL: 191 pts. below standard KCHS EL: 170 pts. below standard Hispanic: 122 pts. below standard SED: 124 pts. below standard	Hispanic: 134 pts below standard GHS: EL: 195 pts below standard KCHS: EL: 175 pts below standard Hispanic: 119 pts below standard SED: 122 pts below standard		SED- pts.: 115 pts Hispanic: 112 pts. below standard GHS: EL: 173 pts. below standard KCHS: EL: 150 pts. below standard Hispanic: 100 pts. below standard SED: 103 pts. below standard	Hispanic: -2 pts decline GHS: EL: - 4 pts decline KCHS: EL: - 5 pts decline Hispanic: +3 pts progress SED: +2 pts progress
2.3	A-G Completion Rate Source: Dashboard Additional Report	Spring 2022-2023: All Students - 26% EL - 9% SWD - 5% Homeless - 11% SED - 24%	Spring 2023-2024: All Students: 26% EL: 9% SWD: 6% Homeless: 15% SED: 23%		Spring 2025-2026: All Students: 46% EL: 40% SWD: 40% Homeless: 40% SED: 40%	Spring 2023-2024: All Students - same EL - same SWD +1% Homeless +4% SED +1%
2.4	CTE Pathways Completer Rate Source: Dashboard Additional Report Combination of A-G and CTE Completers	Spring 2022-2023: All Students: 24% EL: 13% SWD: 15% Homeless: 9% SED: 22% Combination of A-G and CTE Completers All: 10.5% EL: 2.2% SED: 9.4% SWD: 3.2%	Spring 2023-2024: All Students: 23 % EL: 7% SWD: 16% Homeless: 11% SED: 20% Combination of A-G and CTE Completers All: 11.4% EL: 2.5% SED: 9.8%		Spring 2025-2026: All Students: 44% EL: 33% SWD: 35% Homeless: 39% SED: 44% Combination of A-G and CTE Completers All: 20.5% EL: 22.2%	Spring 2023-2024: All Students: -1% decline EL: -6% decline SWD: +1% progress Homeless: +2% progress SED: -2% decline Combination of A-G and CTE Completers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 2.3%	SWD: 2% Homeless: 6.3%		SED: 29.4% SED: 23.2% Homeless: 22.3%	All: +0.9% progress EL: +0.3% progress SED: +0.4% progress SWD: -1.2% decline Homeless: +4 % progress
2.5	Advanced Placement (AP) Participation Rate Source: Aeries	Spring 2022-2023: All Students: 542 EL: 3% SWD: 1% Homeless: 4% SED: 78%	Spring 2023-2024: All Students: 382 EL: 1% SWD: 1% Homeless: 6% SED: 82%		Spring 2025-2026: All Students: 600 EL: 15% SWD: 10% Homeless: 15% SED: 80%	Spring 2023-2024: All Students: -160 decline English Learners: -2% decline Students with Disabilities: same Homeless: +2% progress Socioeconomically Disadvantaged: +4% progress
2.6	Dual Enrollment (DE) Participation Rate Source: Aeries	Spring 2023-2024: All Students: 5% EL: 0% SWD: 2% Homeless: 8% SED: 76%	Spring 2024-2025 All Students: 17.37% EL: 1.35% SWD: 1.73% Homeless: 0.71% SED: 14.70%		Spring 2026-2027: All Students: 15% EL: 20% SWD: 20% Homeless: 15% SED: 80%	Spring 2023-2024: All Students: +17.37% progress English Learners: +1.35% progress Students with Disabilities: -0.27% decline Homeless: -7.29% decline Socioeconomically Disadvantaged - 61.3% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	AP Exam Pass Rate: 3+ Source: College Board	Spring 2022-2023: All Students: 34% EL: 2% SWD: 0% Homeless: 3% SED: 74%	Spring 2023-2024: *Percents based on students tested Students tested 3+ ALL: 53.14% Students tested 3+ EL: 0.14% Students tested 3+ SWD: 0.14% Students tested 3+ Homeless: 2.98% Students tested 3+ SED: 34.33%		Spring 2025-2026: All Students: 45% EL: 8% SWD: 5% Homeless; 8% SED: 80%	Spring 2023-2024: All Students +19.1% progress English Learners -0.6% decline Students with Disabilities +0.14% progress Homeless -0.02% decline Socioeconomically Disadvantaged -39.7% decline
2.8	EL Access to CA Standards including ELD standards Source: Aeries	2023-2024 Designated LTEL Courses: 22 Integrated A-G Courses: 109	2024-2025 Designated LTEL Courses: 20 Integrated A-G Courses: 127		2026-2027 Designated LTEL Courses: 19 Integrated A-G Courses: 200	Designated LTEL Courses -2 Integrated A-G Courses +18
2.9	Implementation of Academic Content Standards Source: District Curriculum Adoption	2023-2024 100% state standards adopted	2024-2025 100% state standards adopted		2026-2027 New Curriculum adoption for ELA, Math, Social Science, World Languages using 100% state standards	No change, 100% adopted. New Math and ELD curriculum selected.
2.10	CAST California Science Test Source: CAASPP/ELPAC.ets.org	Spring 2022-2023: All Students: 17% Met or Exceeded EL: 0% Met or Exceeded	Spring 2023-2024: All Students: 20.3% Met or Exceeded EL: 0% Met or Exceeded		Spring 2025-2026: All Students: 25% EL: 10% SWD: 10% Homeless: 10% SED: 25%	All Students +3.3% progress English Learners same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 2% Met or Exceeded Homeless: 2% Met or Exceeded SED: 15% Met or Exceeded	SWD: 6.1% Met or Exceeded Homeless: 13.3% Met or Exceeded SED: 18.44% Met or Exceeded			Students with Disabilities +4.1% progress Homeless +11.3% progress Socioeconomically Disadvantaged +3.44% progress
2.11	College/Career Indicator Source: Dashboard	Spring 2022-2023: All Students: 28.3% EL: 5.8% SWD: 3.2% SED: 26.6% Homeless:14.2% GHS EL: 6.6% SWD: 3.7% KCHS EL: 9.3% SWD: 4.5% PCVHS All students: 0.0% EL: 0.0% Hispanic: 0.0% SED: 0.0% Homeless: 0.0% SWD: 0.0% PBCHS All students: 0.0% EL: 0.0% Hispanic: 0.0% SED: 0.0%	Spring 2023-2024: All Students - 29.4% EL: 7.1% SWD: 6.5% SED: 26.1% Homeless: 18.8% GHS EL: 2.7% SWD: 0% KCHS EL: 19% SWD: 12.2% PCVHS All students: 0.0% EL: 0.0% Hispanic: 0.0% SED: 0.0% Homeless: 0.0% SWD: 0.0% PBCHS All students: 2.9% EL: 0.0% Hispanic: 2.9%		Spring 2025-2026: All Students: 45% EL: 20% SWD: 20% SED: 50% Homeless: 30% GHS EL: 15% SWD: 15% KCHS EL: 20% SWD: 15% PCVHS All students: 20% EL: 20% Hispanic: 20% SED: 20% Homeless: 20% SWD: 20% PBCHS All students: 20% EL: 20% Hispanic: 20% SED: 20%	All Students +1.1% English Learners +1.3% Students with Disabilities +3.3% Socioeconomically Disadvantaged -0.5% Homeless +4.6% GHS - EL -3.9% GHS - SWD -3.7% KCHS - EL +9.7% KCHS - SWD +7.7% PCVHS - All Student groups- same PBCHS - All Students: +2.9% PBCHS - EL 0 PBCHS - Hispanic +2.9% PBCHS - SED +2% PBCHS - SWD +4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 0.0%	SED: 2% SWD: 4.5%		SWD: 20%	
2.12	English Learner Progress Indicator EAP	2023 ELPI: 51.1% EAP: 49.1% ELA and 11.9% Math	2024 ELPI: 48.4% EAP: 50.46% ELA and 12.96% Math		ELPI: 61.1% EAP: 49.1% ELA and 11.9% Math	ELPI -2.7% EAP - ELA +1.36% EAP - Math +1.06%
2.13	English learner reclassification rate Source: Student Information System. Total RFEP Count from current year (SIS)/EL prior year (Based on Calpads Fall 1)	2023-2024 English learner reclassification rate = 37.67%	2024-2025 English learner reclassification rate = 28.37%		2026-2027 English learner reclassification rate = 30%	-9.3%
2.14	The percentage of pupils who participate in, and demonstrate college preparedness in the EAP. Source: CAASPP Data	2022-2023 49.1% met or exceeded in ELA 11.9% met or exceeded in Math	2023-2024 50.5% met or exceeded in ELA 13.0% met or exceeded in Math		2025-2026 52% met or exceeded in ELA 15% met or exceeded in Math	+1.4% met or exceeded ELA +1.1% met or exceeded in Math

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.

South Monterey County Joint Union High School District experienced several notable successes under LCAP Goal 2. A major highlight was the significant expansion of college and career readiness opportunities. Through Action 2.9 (Advanced Placement and Dual Enrollment Expansion), the district successfully doubled the number of Dual Enrollment courses available to students, giving more learners—especially those traditionally underrepresented in higher education—access to college-level coursework. Additionally, the development of a new CTE Engineering Pathway under Action 2.8 (Career Technical Education Pathways) will expand hands-on, career-aligned learning, providing

students with practical skills in a high-demand industry. These enhancements reflect the district's strong commitment to preparing all students for diverse post-secondary opportunities.

Instructional improvement was also strengthened across the district. The process of researching and adopting a new math curriculum marked an important step forward in aligning instruction with updated standards and best practices. Moreover, the district provided impactful professional development through conferences such as PLC, AP, Continuation High School, and QTEL (Action 2.3 – Professional Development to Support ELD Standards), which saw strong teacher participation and enthusiasm. Finally, Actions 2.1 and 2.2 (Highly Qualified Teacher Recruitment/Retain) proved successful, as the district filled all teaching vacancies, including by hiring H-1B visa educators, ensuring that no teaching positions remained unfilled for the current academic year. Even though we lost some Alternative Education teachers during the year, our new teachers received extensive support from our instructional coaches to ensure they transitioned well into our country. These achievements demonstrate significant progress in creating rigorous, engaging, and well-supported learning environments for all students.

Several challenges affected the full implementation of this goal. While Action 2.5 (Instructional Coaches) and Action 2.3 (Professional Development to Support ELD Standards) were designed to build instructional capacity, particularly in supporting English learners and students with disabilities, varying levels of readiness among staff and competing instructional demands impacted consistent participation. As a result, efforts to fully integrate ELD standards and refine instructional planning across all classrooms were slower than anticipated. Additionally, Action 2.6 (Interventions for Math, English, and Language Acquisition) faced implementation delays due to the district's concurrent pilot of potential new English and Math curricula. During this transition period, staff focused on piloting and familiarizing themselves with the new instructional materials, temporarily shifting attention away from planned intervention activities designed for students most in need of academic support. These factors reflect the complexity of system-wide instructional changes and the importance of continued alignment between curriculum development and targeted student interventions.

Further obstacles included staffing and infrastructure limitations that impacted the timely execution of key actions. The renovation and installation of new alternative education facilities, central to Action 2.7 (Alternative Education), is not expected to be completed until late October, delaying the expansion of classroom space needed for credit recovery and specialized instruction. Action 2.10 (Support for English Learners) was also affected by challenges in recruiting qualified ELD liaisons, which limited the district's ability to provide in-class language development support for long-term English learners. Additionally, Action 2.15 (Assistant Principal) faced delays as site leaders managing satellite campuses required enhanced administrative support to implement new systems and structures effectively. The ongoing process of adjusting to changes in staffing, leadership roles, and instructional priorities added layers of complexity to program implementation, requiring more time and coordination to fully realize intended improvements.

2.4, 2.11, 2.12, 2.13, 2.14, 2.16, 2.18, 2.19, 2.20, 2.21 were successfully implemented, and there were no or slight differences between the planned actions and the actual implementation of these actions. Success included the program being fully implemented, students participating in the program, and positions being filled to provide services to students. Small challenges arose from a slight decline in the number of participants in a few programs (2.14), or an estimated cost slightly off from projected amounts, but the implementation was overall successful.

2.2: Partially implemented. The challenges were that there were not enough HQT candidates recruited, as there were limited candidates available.

2.22: Not implemented due to the challenge of not being able to find a qualified person. The district will eliminate the standalone College and Career TOSA position and restructure college and career readiness supports by integrating these responsibilities into the broader Educational Services department via the Educational Services Coordinator, Action 2.22. This reorganization will align CTE, Dual Enrollment, and post-secondary preparation efforts with districtwide instructional services, ensuring more cohesive and efficient support for English learners, students with disabilities, and homeless students. The integrated approach will enhance participation, equity, and completion rates in college and career pathways across all schools.
2.17: Partially implemented due to the teacher's participation in professional development being limited, but after-school collaboration occurred once per semester.

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

Action 2.1 – Teacher Recruitment

Material difference: Higher-than-expected costs were incurred to recruit highly qualified teachers to meet district needs.

Action 2.2 – HQT Retention Bonuses

Material difference: Not all funds were expended because there were fewer eligible recipients than anticipated.

Action 2.3 – Professional Development

Material difference: Professional development costs were lower than anticipated.

Action 2.4 – No Material Difference

Action 2.5 – Instructional Coaches
Material difference: One instructional coach position could not be filled, and integration of coaches into classrooms was limited, which reduced their instructional impact.
For 2025–26:
Resources will shift to Action 2.6 to expand direct academic interventions in Math, English, and Language Acquisition, prioritizing targeted recovery services with a stronger, measurable impact on student success.

Action 2.6 – Interventions for Math, English, and Language Acquisition
Material difference: Participation in professional development was limited, as many teachers prioritized instructional time. Teachers engaged in after-school collaboration once per semester.
For 2025–26:
With the elimination of full-time instructional coaches under Action 2.5, both schools will:
Use site-based veteran teacher experts to lead professional development, guide PLC work, and support curriculum implementation.

Leverage ELD experts to ensure English learners are placed in the most rigorous courses with appropriate language support.
Expand after-school collaboration opportunities to once per quarter.

Action 2.7 – Alternative Education
Material difference: The expansion planned for 2024–25 was delayed due to construction permitting and staffing shortages.
For 2025–26:
Relocatable classrooms are scheduled for completion by October 2025, enabling full program implementation, including:
Credit recovery programs
Small group instruction
Targeted academic interventions for underserved students, particularly English learners, foster youth, low-income students, and students with disabilities.

Action 2.8 – No Material Difference

Action 2.9 – No Material Difference

Action 2.10 – Slight Material Difference. Costs were slightly lower than anticipated due to staffing.

Action 2.11 – Slight material difference: EL Supplemental Curriculum costs were lower than anticipated.

Action 2.12 – Material difference: AVID costs were significantly lower than anticipated.

Action 2.13 – Slight material difference in Technology Devices due to increased device purchases.

Action 2.14 – Slight material difference due to decreased participation in Teen Parenting Program.

Action 2.15 – No Material Difference

Action 2.16 – No Material Difference

Action 2.17 – School-Site Interventions for Math and Reading
Material difference: Teacher participation in professional development was limited, but after-school collaboration occurred once per semester.

Action 2.18 – Slight material difference due to lower participation in Homeless/Foster Youth Support.

Action 2.19 – No Material Difference

Action 2.20 – Slight material difference in College and Career TOSA because the district could not find any qualified candidates for this position.

Action 2.21 – No Material Difference

For 2025–26
The district will eliminate the standalone College and Career TOSA position and restructure college and career readiness supports by integrating these responsibilities into the broader Educational Services department via the Educational Services Coordinator, Action 2.22. This reorganization will align CTE, Dual Enrollment, and post-secondary preparation efforts with districtwide instructional services, ensuring more cohesive and efficient support for English learners, students with disabilities, and homeless students. The integrated approach will enhance participation, equity, and completion rates in college and career pathways across all schools.

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

Each specific action was analyzed and reviewed. Results are as follows:

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Action(s): 2.1, 2.2 – Highly Qualified Teacher Recruitment and Retention
Effectiveness of Action(s): 3 – Effective
Metric(s): 2.1, 2.2, 2.3.
Analysis Statement: The district invested in recruitment and retention efforts, and with the restructuring of staffing allocation and due to projected decrease in enrollment, staffing challenges have decreased from 17 open positions last year to 3 open positions this year. The implemented actions were effective, with all student groups demonstrating academic progress, including +17 points for English Learners, +32 for Students with Disabilities, and +29 for Homeless students. Site-level gains, such as +27 points for ELs at King City High School, reinforce the impact of targeted supports and instructional improvements. These outcomes indicate strong alignment between planned actions and the goal of advancing equity and achievement. The effectiveness of actions related to math instruction was mixed, with some groups showing progress while others experienced declines. Districtwide, Students with Disabilities and Homeless students improved significantly (+26 and +27 points, respectively), while English Learners and SED students declined (-10 and -1 points). Site-level data shows slight gains for Hispanic and SED students at KCHS, but continued declines for ELs across both high schools indicate a need for more targeted math supports

Action(s): 2.3, 2.5, 2.16 – Professional Development and Instructional Coaching
Effectiveness of Action(s): 3 – Somewhat Effective
Metric(s): 2.1, 2.2, 2.9
Analysis Statement: Instructional coaches supported teachers throughout the year by offering a broad range of services aimed at improving instructional practices and student outcomes. They provided school administrators and counselors with support and training in the implementation of Multi-Tiered System of Supports (MTSS) and restorative practices. Their assistance extended to Alternative Education settings, where they worked with select teachers and the counselor to address the specific needs of those programs. Coaches also supported piloting new instructional initiatives, ensuring that these efforts aligned with district goals and standards. Professional learning opportunities and academic coaching were implemented, particularly benefiting newer teachers. Coaches provided essential support in

aligning lesson plans with English Language Development (ELD) and content standards, directly enhancing the quality of instruction. Their efforts were especially impactful for H1B Filipino teachers, who demonstrated significant growth as they adapted to local educational expectations and student needs. There were some challenges in fully integrating coaches into classroom settings, which may have limited the overall instructional impact of their support. The implemented actions were effective, with all student groups demonstrating academic progress, including +17 points for English Learners, +32 for Students with Disabilities, and +29 for Homeless students. Site-level gains, such as +27 points for ELs at King City High School, reinforce the impact of targeted supports and instructional improvements. These outcomes indicate strong alignment between planned actions and the goal of advancing equity and achievement. The effectiveness of actions related to math instruction was mixed, with some groups showing progress while others experienced declines. Districtwide, Students with Disabilities and Homeless students improved significantly (+26 and +27 points, respectively), while English Learners and SED students declined (-10 and -1 points). Site-level data shows slight gains for Hispanic and SED students at KCHS, but continued declines for ELs across both high schools indicate a need for more targeted math supports

Action(s): 2.4 – Counselors
Effectiveness of Action(s): 3 – Effective
Metric(s): 2.3, 2.11
Analysis Statement: The addition of counselors increased academic and college-career advising access, particularly for unduplicated students. Early indicators suggest improvement in A-G counseling and awareness of post-secondary options. Adding a counselor in Alternative Education has supported our most vulnerable students to graduate at higher rates. Overall effectiveness for the College and Career Indicator was moderate, with most student groups showing modest gains, including +1.3% for English Learners and +3.3% for Students with Disabilities. Site-level data revealed disparities: ELs and SWDs at GHS declined (-3.9% and -3.7%), while KCHS saw strong gains for both groups (+9.7% EL, +7.7% SWD). PBCHS demonstrated consistent improvement across subgroups, indicating more equitable college and career preparation at that site.

Action(s): 2.6, 2.17 – Interventions for Math, English, and Language Acquisition
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 2.1, 2.2
Analysis Statement: Interventions were implemented but varied in consistency and effectiveness across sites. Many students continued to perform far below standard, particularly in math and among EL and SWD populations. Intervention models may require further refinement.

Action(s): 2.8 – Career Technical Education Pathways
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 2.4, 2.11
Analysis Statement: While new CTE pathways were added, participation and completion rates among ELs, SWDs, and homeless youth remain low. More targeted outreach and student engagement strategies are needed to boost access and outcomes. Overall effectiveness for the College and Career Indicator was moderate, with most student groups showing modest gains, including +1.3% for English Learners and +3.3% for Students with Disabilities. Site-level data revealed disparities: ELs and SWDs at GHS declined (-3.9% and -3.7%), while KCHS saw strong gains for both groups (+9.7% EL, +7.7% SWD). PBCHS demonstrated consistent improvement across subgroups, indicating more equitable college and career preparation at that site.

Action(s) 2.20 - College/Career TOSAs
Effectiveness of Action: Ineffective
Metric(s): 2.1, 2.2, 2.9, 2.11
Analysis Statement: This position was never filled.

Action(s): 2.9 – AP and Dual Enrollment Expansion
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 2.5, 2.6, 2.7, 2.11
Analysis Statement: The expansion created access, but uptake by English learners and students with disabilities was minimal. Supports such as tutoring and scaffolding may need enhancement to ensure student success in rigorous coursework. Overall effectiveness for the College and Career Indicator was moderate, with most student groups showing modest gains, including +1.3% for English Learners and +3.3% for Students with Disabilities. Site-level data revealed disparities: ELs and SWDs at GHS declined (-3.9% and -3.7%), while KCHS saw strong gains for both groups (+9.7% EL, +7.7% SWD). PBCHS demonstrated consistent improvement across subgroups, indicating more equitable college and career preparation at that site.

Action(s): 2.10, 2.11, 2.12 – Support for English Learners and Supplemental Curriculum
Effectiveness of Action(s): 3 – Effective
Metric(s): 2.1, 2.1, 2.8
Analysis Statement: The addition of ELD liaisons was explored, but there were no applicants for the positions. To ensure ELs were supported, teacher substitutes were hired to strengthen instructional access for ELs. Integrated ELD supports have improved, although long-term outcomes are still developing. The implemented actions were effective, with all student groups demonstrating academic progress, including +17 points for English Learners, +32 for Students with Disabilities, and +29 for Homeless students. Site-level gains, such as +27 points for ELs at King City High School, reinforce the impact of targeted supports and instructional improvements. These outcomes indicate strong alignment between planned actions and the goal of advancing equity and achievement. The effectiveness of actions related to math instruction was mixed, with some groups showing progress while others experienced declines. Districtwide, Students with Disabilities and Homeless students improved significantly (+26 and +27 points, respectively), while English Learners and SED students declined (-10 and -1 points). Site-level data shows slight gains for Hispanic and SED students at KCHS, but continued declines for ELs across both high schools indicate a need for more targeted math supports.

Action(s): 2.14 – Teen Parenting Program
Effectiveness of Action(s): 3 – Somewhat Effective
Metric(s): 2.3, 4.4
Analysis Statement: The Teen Parenting Program provided needed support to a vulnerable student population, contributing to credit recovery and graduation continuity among teen parents. Being that there was a sub for most of the school year while the teacher was on leave, the effectiveness of the program was difficult to assess. Graduation-focused actions were highly effective, as evidenced by significant gains across all student groups, including +14.7% for both Students with Disabilities and Homeless youth, and +7.2% for English Learners. Socioeconomically Disadvantaged students improved by +5.9%, contributing to a districtwide increase of +6.1%. Strong site-level outcomes—particularly at PBCH (+35.1%)—highlight the impact of targeted supports and credit recovery strategies.

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 2.2 Highly Qualified Teacher Retention
Change: To achieve this, the district is committed to actively recruiting, hiring, and retaining highly qualified staff by offering competitive salaries and benefits. We will also provide signing bonuses and offer stipends to mentor teachers involved in teacher induction programs.

Action 2.7 Continued Commitment to Alternative Education
Change: The district's planned expansion of Alternative Education in 2024–25 faced implementation delays due to staffing shortages and construction setbacks related to relocatable classrooms. This initiative is being carried forward into 2025–26, with full implementation expected by fall 2025.
Reason: Once in place, the district will be able to offer robust academic and credit recovery supports to students most at risk of not graduating.

Action 2.10 – Support for Long-Term English Learners
Change: The number of ELD Liaisons will increase in Alternative Education programs.
Reason: LTELs in these settings often face interrupted schooling and require consistent, embedded language and academic support.
Impact: The liaisons will offer in-class assistance tailored to LTEL needs, aiming to close achievement gaps and improve educational outcomes.

Action 2.12 – Expansion of AVID
Change: The AVID program will grow to serve more students across participating schools.Increased enrollment in AVID courses. Expanded school wide professional development focused on culturally responsive instruction, academic skills, and college readiness.
Reason: To better support first-generation college-bound students in meeting A-G requirements and preparing for post-secondary success.

Action 2.15 – Assistant Principal
Change: Addition of clerical assistance for Assistant Principals at each comprehensive campus.
Reason: Dedicated clerical support staff at each comprehensive site which will help streamline and expedite the support processes for students requiring academic intervention.

Action 2.17 – Interventions for Math and Reading (School Site allocations)
Change: Reduced allocation
Reason: Challenges in staffing, including difficulties in hiring teachers to support specialized intervention courses and scheduling constraints and resource limitations at some comprehensive sites hindered the full implementation of intervention classes across all campuses.

Elimination of Action 2.20 – College and Career TOSA
Change: The standalone College and Career TOSA position has been removed, as the role was never filled.
Reason: The district adopted a more integrated model to better align college and career initiatives across departments.

New Action 2.22 – Educational Services Coordinators

Need: To lead and align college and career readiness efforts, including CTE, Dual Enrollment, and post-secondary pathway development. Purpose: Ensure coherence and equity in access to college and career opportunities, especially for underrepresented student groups such as English learners, foster youth, students with disabilities, and low-income students, strengthen program alignment across instructional and support departments to increase student participation and success in career-focused and college preparatory programs, and support the design and implementation of inclusive, high-quality pathways tailored to the needs of diverse learners.

Metric 2.12 was updated to correct the year. The baseline data remains unchanged but reflects 2022-23.

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	Highly Qualified Teacher Recruitment	Our district is dedicated to the academic advancement of all our students, particularly those who are low-income, foster youth, students with disabilities, and English learners. To achieve this, it is crucial to employ the most qualified and well-prepared teachers who can support academic achievement and readiness for college and careers. Integrated and designated English language instruction by well-trained and experienced teachers is essential to address the needs of all students and improve student academic outcomes. Actively recruiting experienced teachers who can effectively educate our students is a priority to foster academic progress. To expand our ability to attract the best talent, the district will enhance our recruitment strategies to include participation in job fairs both out of state and internationally, as well as subscribing to digital recruitment platforms. This expanded outreach will ensure we have access to a wide pool of highly qualified and seasoned teachers, further supporting our commitment to improving educational outcomes for our students.	$13,000.00	No
2.2	Highly Qualified Teacher Retention	The academic development of our low-income students, foster youth, students with disabilities, and English learners is a central focus for our district. To effectively support their academic achievements and readiness for college and careers, it is essential to recruit and retain the most	$754,925.74	Yes

Action #	Title	Description	Total Funds	Contributing
		qualified and well-prepared teachers. Teachers who are well-trained and experienced in both integrated and designated language instruction will significantly enhance student growth and meet the diverse needs of all students. To achieve this, the district is committed to actively recruiting, hiring, and retaining highly qualified staff by offering competitive salaries and benefits. We will also provide signing bonuses and offer stipends to mentor teachers involved in teacher induction programs. These initiatives are designed to attract and retain educators who can deliver exceptional educational outcomes for our students.		
2.3	Professional Development to support ELD Standards in all courses	The academic progress of our low-income students, foster youth, students with disabilities, long-term English learners, and English learners hinges on providing robust support to all teachers, especially those new to the profession. This support includes equipping them with effective instructional strategies, developing engaging lesson plans, and integrating English Language Development (ELD) standards into their teaching. By offering integrated and designated language instruction that is tailored to accommodate learners at all levels, we ensure that all students have access to the core curriculum. To meet these objectives, the district will provide comprehensive training, professional development opportunities, access to conferences, expert consultants, and academic coaching. These resources will specifically focus on developing lesson plans across all content areas that seamlessly integrate ELD standards, thereby promoting language development and academic acceleration for all students.	$67,780.48	Yes
2.4	Counselors	The academic guidance, social/emotional support, and college and career readiness of our low-income students, homeless/foster youth, students with disabilities, and English learners represent the most crucial areas of focus for our high school counselors.	$299,078.56	Yes

Action #	Title	Description	Total Funds	Contributing
		To boost our A-G completion rate and provide targeted academic guidance to support our unduplicated students, we will provide two additional counselors.		
2.5	Instructional Coaches	2025-2026 Position funding will be redistributed: Due to difficulties in filling these full-time positions and inconsistent impact in teacher professional development and instructional practices, funds will be reallocated to more pressing student needs. Due to late resignations, positions were not updated in time to be removed from the new year budget and will be revised at the next budget cycle. Resources will shift to Action 2.6 to expand direct academic interventions in Math, English, and Language Acquisition, prioritizing targeted recovery services with a stronger, measurable impact on student success. 2024-2025 Action: "District-level instructional coaches will deliver personalized professional development to all teachers, tailoring support to effectively meet the needs of low-income students, foster youth, students with disabilities, and English learners. Given the significant influx of new teachers, this individualized academic coaching is essential to ensure that their lesson plans are aligned with content and English Language Development (ELD) standards. Instructional coaches will provide guidance on differentiated teaching practices, helping teachers to integrate ELD standards into their lessons and develop engaging teaching methods that make learning accessible and enjoyable for students. The focus will primarily be on English Language Arts (ELA) and Math, but they will support teachers across all subject areas, targeting our unduplicated students and creating learning environments that are inclusive and stimulating for students at all academic levels. Coaches will train all teachers to implement ELD principles effectively and to engage in the cycle of continuous improvement (technical assistance), both in their individual classrooms and within their Professional Learning Communities (PLCs)"	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Interventions for Math, English and Language Acquisition	2025-2026: With the elimination of full-time instructional coaches under action 2.5, both schools will utilize site-based veteran teacher experts to provide professional development, support with Professional Learning Communities work, and curriculum implementation guidance in English and Math. Additionally, ELD experts will be utilized to ensure the inclusion of English Learners in the most rigorous course of study with appropriate language acquisition support. 2024-2025: According to the latest state and local assessments, our English learners and students with disabilities exhibit the most significant academic needs. To address these needs, the district will implement targeted interventions that provide both in-class and after-school academic support. To aid our unduplicated students, the district will offer specialized Math and ELA support classes, along with before and after-school tutoring at comprehensive and alternative educational sites. This support will include the use of mathematics and English support software designed to assist students who are struggling to meet or exceed grade-level academic standards. Furthermore, the use of assessment software will be crucial in enabling teachers to monitor and track student progress effectively. This comprehensive support framework will also encompass the salaries and benefits for certificated staff involved in delivering these critical educational services.	$1,283,459.74	Yes
2.7	Alternative Education	Our low income, foster youth, and English learner students present the greatest potential for continued academic improvement, as indicated by the latest state and local assessments. These groups exhibit the largest academic disparities, and many require alternative educational services to facilitate credit recovery, support for teen parents, and address any specific medical needs. To facilitate credit recovery and increase the chances of graduation for more students, the district is committed to expanding and refining our alternative education program to better serve our most disadvantaged	$2,685,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. This expansion will include: • Relocatable buildings to augment classroom space, allowing for more flexible and responsive educational environments. • Hiring alternative education teachers who specialize in small group settings to help students accelerate their credit recovery. • Additional staff to provide targeted support for English learners and special education students who are underperforming and credit deficient. • Implementing credit recovery software designed to boost graduation rates and college and career readiness by providing tailored learning and assessment opportunities.		
2.8	Career Technical Education (CTE) Pathways	Expanding Career Technical Education (CTE) Pathways is a strategic initiative designed to provide all students, particularly our unduplicated students, with essential skills and knowledge for post-secondary success. By broadening these pathways, we aim to equip students with the competencies needed to thrive in various career fields, ensuring they are well-prepared for the demands of the workforce and higher education. This expansion will not only maintain but enhance the existing CTE pathways by allocating necessary resources—such as salaries and benefits for specialized staff, along with materials and supplies—to support and enrich these programs. Additionally, we plan to introduce new pathways that reflect the latest industry trends and align with student interests, providing a diverse range of opportunities that cater to different career aspirations.	$3,821,917.83	Yes
2.9	Advanced Placement (AP) and Dual Enrollment Expansion	Our homeless students, students with disabilities, and English learners exhibit the most significant academic needs and are underrepresented in our advanced courses. Research consistently demonstrates that access to rigorous academic classes can greatly enhance post-secondary opportunities and academic success for underrepresented students in higher education. To address this gap, the district is committed to	$988,399.96	Yes

Action #	Title	Description	Total Funds	Contributing
		expanding the availability of AP and dual enrollment courses across all school sites, including alternative education settings. This expansion aims to not only increase enrollment of unduplicated students in these challenging courses but also to provide the necessary supports to improve their success rates on AP exams. To support this initiative, the district will provide supplemental curriculum materials, college textbooks, and other supplies that facilitate differentiated instruction tailored to the diverse learning needs of our students. Furthermore, we will cover testing fees and offer specialized tutoring services to bolster academic performance. These resources are critical in ensuring that all students, especially those from historically marginalized groups, have the necessary support to excel in rigorous academic environments and achieve their full potential.		
2.10	Support for English Learners	2025-2026: An additional EL Liaison will be placed at the Alternative Education campus in Greenfield, doubling the services available to our alternative education students. This action is designed to ensure equitable language development support and to strengthen the pathway to graduation and post-secondary readiness for English Learners in non-traditional settings. The addition of this role reflects the district's commitment to closing opportunity gaps and meeting the specific needs of our most linguistically underserved students at both Alternative Education sites. 2024-2025: Our English learner (EL) students exhibit significant potential for ongoing academic improvement, as indicated by the latest state and local assessments. There is a pressing need to closely monitor the support systems for EL students and the effectiveness of the overall EL program to enhance their reading comprehension, academic achievement, and overall learning progress. To address this need effectively, the district plans to provide additional English Language Development (ELD) liaisons. These support staff will provide targeted support in core subject classrooms, particularly where	$1,117,795.11	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners require the most assistance. Collaborating with the district's paraeducators in working with students with disabilities (SWD) as well as instructional coaches, the ELD liaisons will actively engage in classrooms. They will monitor and support the progress of EL students to enhance their academic performance, reading skills, and learning development. Additionally, long-term English learner (LTEL) courses will be tailored to foster language development, focusing on the specific needs of these students. To further support language acquisition, we will introduce additional supplementary curriculum materials designed to enhance vocabulary and literacy skills for EL students enrolled in A-G classes. This approach ensures that differentiation is effectively implemented, allowing EL students equitable access to core academic content and promoting their overall academic success.		
2.11	Instructional Programs - EL Supplemental Curriculum	According to the latest state and local assessments, our low-income, foster/homeless youth, and English learner students show significant potential for ongoing academic growth. A curriculum that enhances vocabulary development is crucial to bolstering their academic achievement, reading comprehension, and overall progress. To address these needs effectively, the district is committed to implementing supplemental programs specifically designed to support the academic development of our underperforming pupils, specifically English learners. These programs will provide targeted assistance to ensure these students have the necessary resources to succeed academically.	$20,000.00	Yes
2.12	Instructional Programs - AVID	According to the latest state and local assessments, our low-income, foster youth, and English learner students demonstrate significant potential for ongoing academic enhancement. The Advancement Via Individual Determination (AVID) program plays a crucial role in helping these unduplicated students meet A-G requirements and broaden their post-secondary opportunities. To ensure these students continue to benefit from	$164,484.15	Yes

Action #	Title	Description	Total Funds	Contributing
		this program, the district will sustain its implementation of AVID at participating schools. This commitment includes funding for salaries and benefits for certificated staff, as well as covering program fees, materials, and supplies. To further enhance the effectiveness of the AVID program, the district will introduce college or academic tutors. These tutors will provide additional support within the AVID classes and extend their services to other courses where students, particularly English learners and students with disabilities, require additional academic assistance to succeed. This targeted tutoring initiative is designed to help students strengthen their academic skills and achieve success across all their classes.		
2.13	Technology/Software - Devices	Access to technology is crucial for enhancing educational opportunities, especially for English learners, low-income students, and foster youth. Providing these students with the necessary technology tools not only improves their academic performance but is also essential for acquiring key 21st-century skills. To address this need, the district is committed to ensuring that both students and staff are well-equipped with the necessary devices. The district will introduce a systematic rotation plan to regularly update these devices, ensuring that English learners, low-income students, and foster youth always have access to the latest and most effective technology. This approach guarantees that all users benefit from modern, functional tools tailored to meet their educational requirements efficiently.	$961,656.43	Yes
2.14	Teen Parenting Program (TPP)	According to recent state and local assessments, low-income students, English learners and foster youth within the demonstrate significant more need when they become pregnant. In South Monterey County, we encounter one of the highest rates of teen pregnancy in the county, with a considerable number of affected students coming from our low-income and foster youth populations.	$147,044.86	Yes

Action #	Title	Description	Total Funds	Contributing
		In response to this challenge, the district is dedicated to strengthening our districtwide Teen Parenting Program. This commitment involves providing additional resources, such as extra supplies and a tailored curriculum, designed to support these students academically while they navigate the complexities of parenthood. This enhanced support aims to ensure that low-income students and foster youth have the necessary tools to succeed in their educational endeavors despite the additional responsibilities of parenting.		
2.15	Assistant Principal	To enhance academic support for underperforming and credit-deficient students, we restructured the leadership model at our alternative education sites by assigning one assistant principal to each location. This strategic shift is intended to provide consistent and effective administrative oversight at both Portola-Butler Continuation High School campuses. By reinforcing the leadership structure, our goal is to improve graduation rates and increase college and career pathway completions, particularly among English learners, socioeconomically disadvantaged students, and those identified as homeless or in foster care. In addition, assigning dedicated clerical support staff at each comprehensive site will help streamline and expedite the support processes for students requiring academic intervention. Collectively, these efforts are designed to ensure that more students not only meet graduation requirements but are also well-prepared to pursue postsecondary education or enter the workforce with confidence and direction.	$580,648.29	Yes
2.16	Professional Development for Academic Programs	According to the most recent state and local assessments, our low-income, foster youth, and English learner students show considerable potential for continued academic progress. In high school settings, delivering "first and best instruction" involves providing the highest quality teaching that engages and is tailored to the needs of every student from the outset. This kind of instruction is crucial for improving student achievement, particularly among our most vulnerable populations.	$215,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		"First and best instruction" in this context means employing evidence-based teaching methods that are delivered by well-trained, highly competent teachers. These methods should actively involve students in learning that builds on their strengths, addresses their learning needs, and increases their engagement. This approach goes beyond traditional teaching by incorporating strategies that are inclusive and adaptive, ensuring all students not only understand the material but are also able to apply their knowledge in meaningful ways. The district will invest in professional development, resources and tools that support these educational strategies, ensuring that teachers have access to the latest research and best practices in pedagogy. By reinforcing our commitment to "first and best instruction," we aim to elevate the educational experience for all students, setting a strong foundation for their academic and future success. In addition, the district will partner with MCOE to engage in a Math Community of Practice to foster a collaborative environment where educators can share insights and challenges.		
2.17	Interventions for Math and Reading	Recent state and local assessments indicate that our low-income, foster youth, and English learner students possess significant potential for academic progress. To capitalize on this potential, the district is committed to offering specialized intervention classes in mathematics and English across all comprehensive school sites. These classes are tailored to help students who struggle to meet or surpass grade-level academic standards. To maximize the effectiveness of these intervention classes, the district will ensure robust support by providing an array of essential supplies and materials for both math and English courses. This effort is a key part of our wider strategy to empower our unduplicated students, equipping them with the necessary tools and resources to excel academically and bridge the achievement gap.	$455,425.21	Yes

Action #	Title	Description	Total Funds	Contributing
2.18	Homeless/Foster Youth Supports	According to the most recent state and local assessments, our homeless and foster youth present substantial opportunities for continued academic growth. It is essential to closely monitor their academic achievement, reading comprehension, and overall learning progress to enhance the educational outcomes of this vulnerable student group. To address this need effectively, the district will continue to coordinate the need of homeless/foster students. This is a crucial strategy in overseeing and supporting the specific needs of these students, ensuring they receive the tailored assistance required to thrive academically.	$50,592.00	Yes
2.19	Instructional Programs - Students with Disabilities	According to the latest state and local assessments, our students with disabilities demonstrate significant potential for continued academic growth. To further enhance their academic achievement and provide additional support, the district will introduce special education intervention classes. These classes are designed specifically to strengthen basic skills, thereby accelerating the progress of students with disabilities in general education settings. This initiative underscores our commitment to ensuring that all students receive the necessary resources and support to succeed academically.	$422,939.53	No
2.20	College and Career TOSA	Action 2025-2026: The district will eliminate the standalone College and Career TOSA position and restructure college and career readiness supports by integrating these responsibilities into the broader Educational Services department via the Educational Services Coordinator, Action 2.22. This reorganization will align CTE, Dual Enrollment, and post-secondary preparation efforts with districtwide instructional services, ensuring more cohesive and efficient support for English learners, students with disabilities, and homeless students. The integrated approach will enhance participation, equity, and completion rates in college and career pathways across all schools. Action 2024-2025: The district will employ a College and Career Teacher on Special Assignment (TOSA) to facilitate the expansion of Career	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Technical Education (CTE) and other college and career preparatory pathways across the district including dual enrollment. This decision is prompted by the currently low completion rates among English learners, students with disabilities, and homeless students enrolled in CTE programs . The College and Career TOSA will provide specialized support to CTE and dual enrollment teachers, ensuring that these targeted student groups not only succeed but also increase their participation in these valuable pathways. This strategic role is crucial for enhancing the effectiveness and reach of our college and career preparatory offerings districtwide.		
2.21	Military Science Program	To bolster leadership development and college and career readiness, particularly for low-income students, English learners, and foster youth, this program is designed to enhance military science skills, foster group collaboration, and advance academic achievement. It includes an array of field trips and bivouacs, providing real-world contexts where students can actively develop and hone their leadership capabilities. This initiative not only allows students to explore potential military careers but also equips them with essential leadership skills applicable across all future workplaces. By emphasizing these opportunities, the program aims to empower our underserved students with the confidence and skills needed to lead effectively and succeed in whichever career path they choose.	$277,065.81	Yes
2.22	Educational Service Coordinators	Educational Services Coordinators will be responsible for overseeing and aligning college and career readiness initiatives, including Career Technical Education (CTE), Dual Enrollment, and post-secondary pathway development, within the broader instructional framework. These positions will play a key role in ensuring equitable and coherent access to college and career opportunities for all students, with an intentional focus on supporting underrepresented student groups such as English learners, foster youth, students with disabilities, and low-income students.	$469,750.96	Yes

Action #	Title	Description	Total Funds	Contributing
		By centralizing oversight, these coordinators will strengthen program alignment across departments, increase student participation in CTE and college preparatory programs, and support the design of inclusive, high-quality academic and career pathways. Additionally, the coordinators will engage in ongoing professional development to stay current with evolving policies, legislation, and compliance requirements related to college and career readiness, ensuring programs remain relevant, accessible, and effective across all school sites.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage all educational partners in meaningful ways	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The 2023 Local Control and Accountability Plan (LCAP) needs assessment, along with insights from the California Healthy Kids Survey and empathy interviews with students and parents, has highlighted the need for improved communication strategies within the district. This encompasses how sites, counselors, and teachers engage with parents, particularly in areas such as supporting students at home, navigating A-G course selections, understanding classroom interventions, and participating in parent meetings. Feedback indicates that current communication practices may not effectively reach all parents, impacting their ability to feel welcomed and engaged in the school environment.

To address these issues, it is crucial to engage all educational partners in meaningful ways across our district. This engagement involves fostering collaboration that brings together diverse perspectives and expertise, enhancing our decision-making processes and the development of policies and procedures that better cater to the needs of our entire student body. When we actively involve partners like parents, local businesses, higher education institutions, and community organizations, we not only enrich students' learning experiences through additional resources like mentorship and internship opportunities but also strengthen the sense of community and shared responsibility.

This comprehensive engagement is essential for aligning educational goals with community values and expectations. By deepening our connection with parents and community partners, we build a stronger support network that not only drives student success but also better prepares them for future challenges. This is the foundation of this goal to ensure that every member of our community contributes to and benefits from our educational system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District English Learner Advisory Committee	2023-2024:	2024-2025:		2026-2027:	+124

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(DELAC) and District Parent Advisory Committee (DAC): Parents informing school board decision making process for English Learners (EL) Source: Parent Sign-in Sheets	Total parent participation: 52 parents	Total parent participation: 176 parents		Total parent participation: 200 parents	
3.2	English Learner Advisory Committee (ELAC): Parents informing school principal on effectiveness of English Learner program. Source: Parent Sign-in Sheets	2023-2024: Total parent participation: 59 parents	2024-2025: Total parent participation: 176 parents		2026-2027: Total parent Participation: 150 parents	+117
3.3	School Site Council (SSC) : Parents informing school principal on the effectiveness of interventions and supports for underperforming students and students with disabilities. Source: Parent Sign-in Sheets	2023-2024: Total parent Participation: 22 parents	2024-2025: Total Parent Participation: 113 parents		2026-2027: Total parent Participation: 50 parents	+91
3.4	Community Digital Surveys: soliciting input and feedback for the Local Control and	2023-2024: Total Parent Responses: 33 parents	2024:2025: Total Parent Responses: 22 parents		2026-2027: Total Parent Responses: 200 parents	-11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accountability Plan (LCAP) Source: Microsoft Forms Source: Digital Survey responses					
3.7	Parent Workshops: each school offers various workshop topics Source: Parent Sign-in Sheets	2023-2024: Parent Education: 103 parents Students with Disabilities (SWD) Information: 0 parents A-G Requirements: 11 parents	2024:2025: Parent Education: 1,627 Students with Disabilities (SWD) Information: 20 parents A-G Requirements: 32 parents		2026-2027: Parenting: 300 parents SWD Information: 100 parents A-G Requirements: 500 parents	All: +1524 SWD: +20 A-G Requirements: +21

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 2024-25, Goal 3 was implemented with a strong focus on enhancing family engagement and communication across all school sites. Key actions included maintaining Parent Involvement Coordinators at comprehensive schools and providing interpretation, translated materials, and workshops to ensure parents—especially those of English Learners—were informed and involved. Substantive adjustments were made during implementation, including the addition of Parent Coordinators at the district office and Alternative Education campuses, hiring a Triqui interpreter to support indigenous-language-speaking families, and expanding parent leadership development through participation in conferences like CABE. These shifts addressed emerging needs and significantly strengthened parent participation, particularly in historically underserved communities.

Expansion of Parent Support Roles (Action 3.1):
In response to increasing family engagement needs, two additional Parent Coordinator positions were added—one housed at the district office to support parent involvement districtwide, and another to provide direct support to Alternative Education campuses (Portola-Butler and Pinnacle Coastal Valley High Schools). This expansion was not part of the original implementation plan and reflects a significant shift to ensure equity across all school types, particularly for underserved student populations. However, the positions have not yet been filled.

Addition of Triqui Interpreter (Action 3.2):
Given the high number of families speaking indigenous languages from Oaxaca, particularly Triqui, a dedicated Triqui interpreter was hired to meet translation needs that emerged throughout the year. This was a direct response to requests from families and not originally included in the planned action.

Parent Leadership Development via CABE (Action 3.2, 3.4):
To build capacity among parent leaders, the district funded parent attendance at conferences such as CABE (California Association for Bilingual Education). This professional development for parents—as a leadership team—was a new addition to the action that significantly enriched engagement and empowerment but was not originally specified.

Increased Need for Interpretation and Supplies (Action 3.2, 3.3):
The high demand for interpretation services in Spanish and Triqui during IEP meetings, parent conferences, and workshops led to both a scaling of interpreter hours and a greater purchase of meeting supplies to accommodate participation. This resulted in implementation exceeding the originally planned scope and budget.

Challenges: Scaling interpreter capacity quickly enough to meet the high volume of parent meetings, especially in the spring semester, proved difficult. Similarly, onboarding new Parent Coordinators required initial training and time to integrate into site and district teams effectively.
Successes: Parent feedback indicated greater satisfaction with access to translated materials and interpreters. Alternative Education sites, which had previously shown limited parent engagement, saw a notable increase in family involvement due to the new targeted support and outreach.

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.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures (Actions 3.1, 3.3, 3.4), with the exception of:

Action 3.2: Parent Communication and Participation Support. The estimated actual expenditures for this action exceeded the original budget due to increased demand for interpretation and translation services in multiple languages—most notably in Spanish and Triqui. These services were essential during IEP meetings, parent-teacher conferences, and community engagement events, and the original budget did not anticipate the volume and frequency of interpretation needed, especially for Triqui-speaking families.

Additionally, the district expanded support for parent professional development, a component not originally outlined in the action. This included:

- Funding for parent participation at state conferences, such as CABE, as part of a structured parent leadership initiative.
- Additional supplies and materials to support in-person workshops and training sessions at both comprehensive and alternative education sites.

To address this growing need and formalize support for parent development moving forward, the 2025–26 LCAP will include additional funding under Action 3.2 specifically allocated for:

- Parent professional development, including conference fees, travel, and accommodations.
- Expanded interpretation and translation services in multiple languages, including indigenous dialects.
- Meeting supplies, printed materials, and digital communication tools to support broader and more inclusive parent participation.

These investments ensure that family engagement efforts are culturally responsive, accessible, and sustainable, aligning with the district's broader goals and addressing the specific needs identified during implementation.

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

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Action: 3.1 – Parent Involvement Coordinators
Effectiveness of Action(s): 3 – Effective
Metric(s): 3.1, 3.3, 3.7, 4.6, 4.5, 1.1
Analysis Statement: This action was effective in increasing parent engagement, particularly at comprehensive sites. The coordinators played a critical role in organizing workshops, supporting school communications, and helping parents navigate academic expectations, ensuring broader representation, and contributing to increased participation in advisory committees and workshops. To further this improvement, the district is currently working on hiring additional coordinators at the district level and for Alternative Education sites. The actions implemented to support safe, supportive learning environments and family engagement were effective, as evidenced by improved outcomes across multiple indicators. Suspension rates declined districtwide, including a 4.1% drop for Students with Disabilities and a 7.6% drop for Homeless youth, indicating the positive impact of inclusive practices and targeted behavioral supports. Additionally, graduation rates increased significantly across all student groups—most notably by 14.7% for both Students with Disabilities and Homeless students—reflecting a safer, more supportive school climate. All facilities were confirmed to be in good repair in 2024–25, further supporting a stable and conducive learning environment.

Action: 3.2 – Parent Communication and Participation Support
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 3.2, 3.4, 3.7, 4.2
Analysis Statement: This action was somewhat effective due to its strong impact on expanding interpretation services and improving communication through translated materials and digital tools. However, despite overspending to meet interpretation needs, some families—especially those of students with disabilities and indigenous-language speakers—still faced communication barriers. The delayed hiring of additional interpreters also limited timely access during high-demand periods. While chronic absenteeism increased districtwide by 1.2%, the rate rose more sharply for English Learners (+3.3%) and Students with Disabilities (+1.9%), indicating continued barriers to consistent attendance for these populations. However, the minimal increase for Homeless students (+0.5%) suggests that targeted supports for the most vulnerable were partially successful, though additional interventions are needed to reverse overall trends.

Action: 3.3 – Technology/Software for Parent Communication
Effectiveness of Action(s): 3 – Effective
Metric(s): 3.4, 4.6
Analysis Statement: This action was effective in expanding access to communication platforms such as ParentSquare and Document Tracking Services, resulting in improved outreach and increased parent engagement. Parents received more timely updates and translated materials, which contributed to better understanding of school events and expectations. However, despite these gains, the district discovered that many parents—particularly those with limited digital experience—continue to need more targeted support in navigating these platforms and accessing translated content. As a result, while this action has increased communication, it will continue to be a key area of focus in the coming year, with a stronger emphasis on parent education around digital literacy and use of communication tools. In addition, Suspension-related actions were effective overall, with districtwide suspension rates decreasing by 2.7%, and notable declines for Students with Disabilities (-4.1%) and Homeless students (-7.6%), indicating positive impact from behavior supports and restorative practices. While suspension rates for English Learners remained unchanged, and KCHS saw a slight increase (+0.1%), the reduction across most subgroups reflects improved school climate and equitable discipline strategies. The 4% decrease at GHS further supports the effectiveness of site-based implementation.

Action: 3.4 – Professional Development
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 3.7, 4.2
Analysis Statement: While initial implementation of professional development for site staff and parent coordinators supported capacity-building, the action did not initially include structured training for parents themselves. Mid-year adjustments, such as sending parent leaders to CABE, proved highly beneficial. In addition, there were mixed results across student groups. While chronic absenteeism increased districtwide by 1.2%, the rate rose more sharply for English Learners (+3.3%) and Students with Disabilities (+1.9%), indicating continued barriers to consistent attendance for these populations. However, the minimal increase for Homeless students (+0.5%) suggests that targeted supports for the most vulnerable were partially successful, though additional interventions are needed to reverse overall trends. Moving forward, expanded funding will formalize and increase the frequency of parent PD opportunities, which is expected to enhance engagement outcomes significantly.

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

The adjustments made to Goal 3 reflect the district's commitment to equity and responsiveness in family engagement. Feedback from parents, site staff, and advisory committees revealed persistent barriers in communication—especially for families speaking Spanish and indigenous languages like Triqui—and a growing demand for deeper involvement and leadership opportunities. These changes are necessary to ensure that all families, regardless of language or school site, are fully included as active partners in their students' educational experience.

Action: 3.1 – Parent Involvement Coordinators

Change: Additional Parent Coordinators added—one at the district office and one dedicated to supporting both Alternative Education campuses.
Need: Increased engagement and equitable access to parent support services across the district, especially at historically underserved sites.
Impact: Improved outreach, consistent communication, and increased participation among parents from Portola-Butler and Pinnacle Coastal Valley High Schools.

Action: 3.2 – Parent Communication and Participation Support
Change: Increased funding to expand interpretation in Spanish and Triqui, provide more translated materials, and purchase additional supplies for meetings.
Reason: A significant rise in the need for interpretation services and multilingual materials led to overspending; expanded support was critical to meet linguistic needs of families.
Impact: More inclusive and accessible meetings and communication for non-English and indigenous-language-speaking parents, leading to higher participation rates.

Action: 3.3 – Technology/Software for Parent Communication
Change: Added a focused component on parent digital literacy education to complement existing communication platforms.
Purpose: Ensure parents not only receive information but are also confident and capable in accessing it through digital tools like ParentSquare and Document Tracking.
Impact: Greater digital accessibility for parents, empowering them to stay informed, respond to school communication, and support their child's academic journey more effectively.

Action: 3.4 – Professional Development
Change: Expanded to include professional development opportunities for parents, including leadership training and attendance at conferences such as CABE.
Reason: Parent feedback and site-level engagement data demonstrated a strong desire for more leadership and learning opportunities.
Impact: Enhanced parent leadership, deeper collaboration with school staff, and stronger family-school partnerships that contribute to improved student outcomes.

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	Parent Involvement Coordinators	2025-2026: Additional Parent Involvement Coordinators will be hired—one at the district office and one dedicated to supporting both Alternative Education campuses.	$388,762.72	Yes

Action #	Title	Description	Total Funds	Contributing
		2024-2025: According to recent state and local assessments, our students who are low-income, foster youth, and English learners show significant potential for academic growth. Studies have repeatedly affirmed that effective communication and active parental involvement are crucial in fostering the educational success of all students, especially those from underserved groups. To address this essential need, the district will maintain the position of Parent Involvement Coordinators at each comprehensive site. These professionals are key in bridging communication gaps and ensuring that all parents receive the necessary information and support to be actively involved in their children's education. This role is vital for empowering parents to contribute positively to their children's academic journeys.		
3.2	Parent Communication and Participation Support	Parents and guardians play an indispensable role in fostering their children's academic progress, particularly for parents of English learner students. Recognizing this, the district is committed to enhancing parent engagement by providing the necessary supplies and materials for parent training sessions and activities at each site. Furthermore, to streamline and improve communication with parents and the broader community, the district will employ and sustain clerical support at the district level. To further support parent involvement, additional resources will be allocated to help parents effectively utilize digital platforms. This will enable them to communicate more efficiently with teachers and stay informed with updates and messages from their child's school. These measures are designed to empower parents, ensuring they have the tools and support needed to actively contribute to their children's educational experience.	$386,118.82	Yes
3.3	Technology/Software for Parent Communication	Effective communication and active parent involvement are essential for supporting the education of all students, particularly those from low-income backgrounds, foster youth, and English learners. To address this need, the district will implement Parent Square to ensure timely and efficient communication with all parents. Additionally, the district will utilize	$35,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Document Tracking Services or a similar system across all sites and departments to manage and disseminate important documents such as the LCAP, School Plan for Student Achievement (SPSA), and Safety Plans, ensuring that they are accessible to the community and parents. To specifically accommodate the needs of our English learner parents, the district will provide all essential documents in translated forms and offer interpretation services in the parents' primary languages. This ensures that all parents have the ability to fully understand and engage with their children's education. Furthermore, to assist students who face challenges accessing content in their primary language, the district will invest in additional equipment. This initiative aims to bridge the language gap and reduce academic disparities, facilitating a smoother transition as students enhance their English proficiency.		
3.4	Professional Development	2025-2026: In response to parent feedback on parent-focused professional development, this action will be expanded to include professional development opportunities for parents, including leadership training and attendance at conferences such as CABE. 2024-2025: To further improve strategies for increasing parent engagement, particularly among parents of English learners, low-income students, and students with disabilities, the district will provide professional development to administrators and Parent Involvement Coordinators. This training will equip them to collaborate effectively in engaging parents and developing workshops tailored for families. These workshops are designed to support families in fostering their children's academic growth and guiding them toward achieving their college and career aspirations. This initiative underscores our commitment to building strong partnerships with parents to enhance educational outcomes for all students.	$70,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide a safe, healthy, and equitable learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

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.

Providing a safe, healthy, and equitable learning environment is a crucial goal for our district and is essential for the well-being and academic success of our students. When students feel secure, supported, and valued, they are more likely to fully participate in their educational experiences, which can lead to increased academic achievement and greater involvement in school activities.

A healthy environment that supports students' well-being directly impacts their attendance rates, reducing absenteeism and mitigating mental health challenges. This allows students to remain focused and resilient in their academic pursuits. Moreover, ensuring equity within our educational environment means that all students, no matter their background, have access to the necessary resources and opportunities to succeed. This promotes fairness and inclusion, helping each student feel like a valued member of the school community.

By prioritizing these elements, our district aims to prepare students to become compassionate and productive members of society, underscoring the importance of these values not just within our schools but across the broader community. This commitment is fundamental to developing this goal, which is to provide a safe, healthy, and equitable learning environment for all students, thereby fostering an educational atmosphere that cultivates personal growth and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Aeries	2022-2023: All Students: 90% English Learners (EL): 87% Students with Disabilities (SWD): 87%	2023-2024: (calpads) All Students: 91.77% English Learners (EL): 89.23%		2025-2026: All Students: 95% EL: 95% SWD: 90% Homeless: 90% SED: 95%	All Students: +1.77% EL: +2.23% SWD: +0.94% Homeless: +2.94% SED : +1.58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 86% Socioeconomically Disadvantaged (SED): 90%	Students with Disabilities (SWD): 87.94% Homeless: 88.94% Socioeconomically Disadvantaged (SED): 91.58%			
4.2	Chronic Absenteeism Rate Source: DataQuest	2022-2023: All students: 21% EL: 24% SWD: 34% Homeless: 32% SED: 22%	2023-2024: All students: 22.2% EL: 27.3% SWD: 35.9% Homeless: 32.5 % SED: 23%		2025-2026: All Students: 10% ELL: 10% SWD: 10% Homeless: 10% SED: 10%	All Students: +1.2% EL: +3.3% SWD: +1.9% Homeless: +0.5% SED: +1%
4.3	High School Drop Out Rate Source: DataQuest	2022-2023: All students: 4.11% EL: 1.52% SWD: 1.22% Homeless: 1.67% SED: 3.65%	2023-2024: All students: 5.55% EL: 3.51% SWD: 1.46% Homeless: 1.90% SED: 5.85%		2025-2026: All Students: 3% ELL: 1% SWD: 1% Homeless: 1% SED: 3%	All Students ; +1.44% EL: +1.99% SWD: +0.24% Homeless: +0.23% SED : +2.2%
4.4	Graduation Rate Source: CA Dashboard	2022-2023: All students: 87% EL: 78% SWD: 69% Homeless: 74% SED: 87% PCVH: 81.5% PBCH: 56.1%	2023-2024: All students: 93.1% EL: 85.2% SWD: 83.7% Homeless: 88.7% SED: 92.9% PCVH: 83.7% PBCH: 91.2%		2025-2026: All Students: 97% ELL: 83% SWD: 83% Homeless: 83% SED: 93% PCVH: 91.5% PBCH: 66.1%	All Students: +6.1% EL: +7.2% SWD: +14.7% Homeless: +14.7% SED : +5.9% PCVH: +2.2% PBCH: +35.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Students Feeling Connected to School Rate Source: Healthy Kids Survey	2023-2024: Grade 9: 42% Grade 11: 47%	2024-2025: Grade 9: 48% Grade 11: 50%		2026-2027: Grade 9: 65% Grade 11: 75%	Grade 9: +6 Grade 11: +3
4.6	Suspension Rates Source: CA Dashboard	Spring 2023: Districtwide All Students: 7.5 % Hispanic: 7.8% EL: 10.6% SWD: 11% Homeless: 13.4% Socioeconomically Disadvantaged: 8% GHS: 9.4% KCHS: 5.8%	Spring 2023-2024: Districtwide All Students: 5.3 % Hispanic: 5.2% EL: 10.6% SWD: 6.9% Homeless: 5.8% SED: 5.6% GHS: 5.4% KCHS: 5.9%		Spring 2026: Districtwide All Students: 4.5 % Hispanic: 4.8% EL: 7.6% SWD: 6% Homeless: 6% Socioeconomically Disadvantaged: 5% GHS: 6.4% KCHS: 2.8%	Districtwide All Students: -2.7% Hispanic: -2.6% EL: No Change SWD: -4.1% Homeless: -7.6% SED: -2.4% GHS: -4% KCHS: +0.1%
4.7	Total Expulsions Source: Aeries - duplicated counts	2022-2023: All Students: 17 EL: 8 SWD: 7 Homeless: 3 SED: 16	2023-2024: All Students: 15 EL: 7 SWD: 4 Homeless: 2 SED: 14		2025-2026: All Students: 6 ELL: 1 SWD: 1 Homeless:1 SED: 5	All Students: -2 EL: -1 SWD: -3 Homeless: -1 SED: -2
4.8	Broad course of study	2023-2024 Students have access and are enrolled in all required areas of study as monitored through CalPads. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP,	2024-2025 Students have access and are enrolled in all required areas of study as monitored through CalPads. Students have access and are enrolled in a broad course of study		2026-2027 Students have access and are enrolled in all required areas of study as monitored through CalPads. Students have access and are enrolled in a broad course of study	Maintained, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dual Enrollment, Computers, and other elective offerings as monitored through CalPads. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district. Beginning in 2025-2026, ___ will offer a 1-year Ethnic Studies course that will replace 10th-grade World Geography. Geography will now be embedded in the World History and US History courses.		includingHealth, PE, VAPA,World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	
4.9	Programs and services developed and provided to unduplicated pupils	2023-2024 Academic counselors and site administration	2024-2025 Academic counselors and		2026-2027 Academic counselors and	Maintained, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Synopsis of services.	monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads. The district also provides designated and integrated English Language Development supports.	site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads. The district also provides designated and integrated English Language Development supports.		site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads. The district also provides designated and integrated English Language Development supports.	
4.10	Programs and services developed and provided to students with disabilities. Source: Synopsis of services.	2023-2024 The district provides services to students on individual education programs serving students with mild-to-moderate and moderate-to-severe disabilities. Students with mild-to-moderate disabilities are served in the general education setting and supported when necessary with	2024-2025 The district provides services to students on individual education programs serving students with mild-to-moderate and moderate-to-severe disabilities. Students with mild-to-moderate		2025-2026 The district provides services to students on individual education programs serving students with mild-to- moderate and moderate-to-severe disabilities. Students with mild-to-moderate disabilities are	Maintaining, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in the inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with moderate-to-severe disabilities receive services in an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.	disabilities are served in the general education setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in the inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with moderate-to-severe disabilities receive services in an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.		served in the general education setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in the inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with Moderate-to-severe disabilities receive services in an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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 2024–25 school year, the LEA implemented Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, and 4.12 as planned, without any substantive differences from the originally adopted LCAP. Implementation remained consistent with the intent of Goal 4, which centers on expanding and strengthening wellness services, inclusive spaces, and professional development aligned with student and staff well-being.

One key highlight was the district's continued focus on foundational work for expanding wellness centers across comprehensive school sites. Although physical construction was temporarily paused, strategic progress was made in readiness efforts—including architectural design finalization, interdepartmental coordination, and educational partner consultation—ensuring long-term alignment with the goal's intended outcomes.

Challenges and Successes:

The district demonstrated resilience in maintaining momentum across other areas of Goal 4. Notable successes include:
Advancement of student engagement strategies, such as incorporating student voice in the design of inclusive wellness spaces.
Progress in professional development planning focused on mental health and trauma-informed practices.
Development of training frameworks to prepare staff for service delivery once new wellness centers are operational.
This adaptive approach has better positioned the district to meet the evolving needs of both students and staff when wellness center construction resumes.

_____

Action 4.8 was fully implemented during the 2024–25 school year. The district established a strategic partnership with Community Matters to deliver Restorative Practices training to staff. This initiative was cost-neutral and did not require any LCAP expenditures. The training sessions were fully funded through external grant sources and aligned with the district's broader commitment to inclusive, supportive learning environments.

While the action required no financial investment from district resources, it significantly advanced the district's wellness and equity priorities by building staff capacity in restorative approaches. These trainings also set the stage for deeper integration of the Multi-Tiered System of Supports (MTSS) and trauma-informed practices.

Looking ahead to the 2025–26 academic year, the district has outlined targeted professional development focused on expanding MTSS implementation and deepening trauma-informed practices, continuing its efforts to support whole-child wellness across all school sites.

Substantive differences in implementation occurred for 4.11. The district initially planned to construct new wellness facilities and acquire essential resources within the current school year. However, several key deviations emerged between the planned actions and the actual implementation.

One significant challenge that impacted implementation was unanticipated staffing transitions within both the Maintenance, Operations, and Facilities (MOTF) Department and the Business Services Department. Mid-year changes in leadership and personnel within these departments created logistical complexities that delayed the initiation of construction activities and disrupted the procurement processes necessary to establish the wellness centers. These challenges ultimately resulted in a postponement of the physical expansion of wellness facilities and associated purchases to the 2025–2026 school year.

Adaptations and Ongoing Efforts
Despite these logistical setbacks, the district remained proactive in its efforts to foster safe, healthy, and equitable environments for students. Notably, the district engaged students directly in identifying their wellness needs, highlighting the importance of student-centered learning environments. For example, students voiced the need for updated and inclusive furniture in school libraries, a request that the district responded to by integrating this feedback into its facilities planning, thereby promoting more flexible and supportive learning spaces.

Additionally, even as the physical construction was deferred, the district maintained its commitment to supporting wellness initiatives by prioritizing staff development. Plans were formalized to implement professional development sessions in the 2025–2026 school year focused on trauma-informed practices, social-emotional learning, and overall wellness. These efforts demonstrate the district's commitment to building a culture of support that is both proactive and responsive to student needs.

Challenges and Successes
The main challenge encountered was the disruption to implementation caused by staffing transitions, which affected the timeline for key construction and procurement activities. However, a major success was the district's resilience in maintaining momentum in other areas, such as student engagement and professional development planning. This adaptability ensures that when construction resumes, the district will be better equipped to deliver facilities and services that are responsive to the evolving needs of students and staff alike.

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

Material differences included the following:
4.1 - Lower than anticipated costs for vaping sensors, cameras, and environmental controls.

4.2 - No material difference.

4.3 - No material difference.

4.4 - Slightly overspent due to higher costs to purchase safety equipment.

4.5 - Lower than anticipated staffing costs for assistant principals.

4.6 - No material differences.

4.7 - No material differences.

4.8 - At the start of the school year, the district collaborated with MCOE to provide structured professional development opportunities for staff during designated PD days. This strategic partnership was cost-neutral, with no financial impact on the district. In addition, the district launched training initiatives focused on Restorative Practices, delivered in collaboration with Community Matters. These training sessions were fully funded through external grant resources, ensuring that no expenditures were required from the district's LCAP funds. Looking ahead to the 2025–2026 academic year, the district has outlined targeted professional development for staff, with a specific emphasis on MTSS and trauma-informed practices. These efforts reflect the district's ongoing commitment to fostering inclusive, supportive, and responsive learning environments for all students.

4.9 - No material difference.

4.10 - No material difference.

4.11 - Material difference.
During the 2024–25 school year, the district experienced a material variance of over $3 million in unspent funds related to the planned implementation of wellness centers across our comprehensive school sites. While initial expenditures were budgeted for the current year, these actions were not implemented as scheduled due to significant mid-year leadership transitions within the Maintenance, Operations, Transportation & Facilities (MOTF) and Business departments. As a result, facility preparation and procurement efforts were postponed until 2025-26.

The unspent funds have been carried over and are now allocated for implementation beginning in the 2025–26 school year. This delay, though unanticipated, allowed for deeper engagement with educational partners—including students—who provided feedback through forums and advisory councils emphasizing the need for updated, flexible, and inclusive furniture in school libraries and wellness areas.

The updated plan includes a phased rollout of wellness centers featuring:

Renovated physical spaces for mental health and decompression,

Dedicated wellness staff and support personnel,

Professional development in trauma-informed and wellness practices,

Materials and resources supporting both student and staff well-being.

This response reflects both a strategic delay and a refined plan better aligned to partner feedback and student needs. The district affirms its legal and fiscal responsibility by ensuring these funds are reallocated in a manner that meets LCFF goals and supports increased or improved services.

4.12 - No material difference.

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

One of the most effective actions has been the district's emphasis on stakeholder engagement, particularly student voice. Students identified a pressing need for inclusive, restorative spaces, which directly informed plans to update library environments and wellness infrastructure. This engagement has helped ensure that future wellness centers will be aligned with the real needs and lived experiences of the student body. The district faced logistical and operational challenges that delayed the full implementation of planned actions. As a result, key components of the wellness initiative, including facility upgrades and material acquisitions, were postponed to the following school year.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Action 4.1: Technology – Vaping Sensors, Cameras, and Environmental Controls
This action was effective in contributing to a safer learning environment. Implementation aligned with expectations and required no significant changes. Although not tied to a direct metric, the enhanced environmental controls likely supported improvements in attendance (+1.77% overall) and contributed to a reduction in suspensions (–2.7% overall), reflecting a more secure and supportive school climate.

Action 4.2: Positive, Safe, and Secure Environment
This action was somewhat effective. Stakeholder feedback prompted the addition of trauma-informed training and inclusive furniture, which supported a decrease in suspension rates. However, chronic absenteeism increased among all student groups (+3.3% among English learners), indicating that while school safety and climate improved, further strategies are needed to address underlying causes of absenteeism.

Action 4.3: Link Crew
Link Crew was somewhat effective in supporting student transitions and school connectedness. Although suspension rates declined (4.6) across several student groups, dropout rates increased significantly (+2.2% among socioeconomically disadvantaged students), revealing that inconsistent implementation due to staffing challenges limited the program's impact on long-term student engagement.

Action 4.4: Safety Equipment
This action was effective, with all safety equipment needs met and no changes required. Its implementation supported reductions in both suspensions and expulsions, demonstrating that the investment in security infrastructure contributed meaningfully to safer school environments.

Action 4.5: Assistant Principals
This action was somewhat effective. Staff transitions affected the consistency of site-based leadership. However, graduation rates improved (+6.1% overall; +14.7% among SWD and homeless students), suggesting that leadership efforts did positively impact student completion, even as further onboarding and training were identified as needs.

Action 4.6: Psychologists
This action was somewhat effective. Expanded staffing contributed to decreased suspension rates, yet dropout rates among some groups (e.g., ELs and SED) increased, indicating that while behavioral supports were improved, more consistent access to mental health services is necessary to influence academic persistence.

Action 4.7: Before/After School and Saturday Programs
This action was effective in supporting student attendance, academic achievement, and behavior. Increased access to tutoring and enrichment led to improved attendance (+2.94% homeless students) and likely supported gains in CAASPP ELA performance, particularly among English learners. Suspension reductions also point to the action's success in improving student engagement.

Action 4.8: Social-Emotional Professional Development
This action was not effective during the 2024–25 cycle due to delays in implementation caused by scheduling and staffing transitions. While suspension rates declined (4.6), these improvements are attributed to other actions, as professional development activities under this action were not delivered as planned.

Action 4.9: School Resource Officers
This action was effective in contributing to a sense of safety and in reducing suspensions—especially among homeless students (–7.6%). The presence of school resource officers provided students with supportive adult relationships and helped maintain a secure learning environment.

Action 4.10: Director of Student Services
Evaluation of effectiveness was conducted for this action based on suspension rates, metric 4.6, which have shown a decline.
Districtwide
All Students: -2.7%
Hispanic: -2.6%
EL: No Change
SWD: -4.1%
Homeless: -7.6%
SED: -2.4%

Action 4.11: Mental Health and Socioemotional Supports and Interventions
This action was effective. Staffing shortages limited the reach of intended mental health services, yet suspension rates decreased and attendance improved modestly. Suspension rate (4.6) declined districtwide.

Action 4.12: Drug Rehabilitation and Supports
This action was effective. In response to student voice, services were restructured to align with the Multi-Tiered System of Supports (MTSS). While suspension rates fell (4.6) , isolated intervention delivery in prior years limited this action's immediate impact. The shift toward tiered supports should improve future outcomes.

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

During the 2024–2025 LCAP cycle, the district evaluated the effectiveness of its Goal 4 actions in creating safe, healthy, and equitable learning environments. As a result of this reflection process, several refinements and adjustments were made to improve service delivery, address identified gaps, and enhance outcomes for students—particularly those who are English learners, foster youth, and low-income students. These refinements reflect both lessons learned from implementation challenges (e.g., staffing transitions, delayed construction) and insights from community partners feedback.

Below is a summary of key changes made to each action under Goal 4:

Action 4.1: Technology – Vaping Sensors, Cameras, and Environmental Controls
Reflections and Changes:
No significant changes were made to this action. The initial plan and budget allocations met the district's needs, and implementation aligned with expectations.

Action 4.2: Positive, Safe, and Secure Environment
Reflections and Changes:
Stakeholder feedback emphasized the importance of trauma-informed practices and inclusive learning environments. Consequently, additional training opportunities on social-emotional learning and inclusive classroom management were integrated into the 2025–2026 plans. Funding was also adjusted to include flexible learning furniture in library and common spaces, reflecting student input.

Action 4.3: Link Crew
Reflections and Changes:
Link Crew was effective in improving student transitions; however, mid-year implementation challenges were noted, particularly around staff capacity. The district decided to provide targeted staff training on Link Crew facilitation and increased support for implementation to ensure consistent program delivery across all schools.

Action 4.4: Safety Equipment
Reflections and Changes:
No significant changes were made. Safety equipment needs were adequately met during the previous year, and funding levels remained stable.

Action 4.5: Assistant Principals
Reflections and Changes:
Staff transitions impacted the effectiveness of site leadership. The district determined that additional onboarding support and professional development for assistant principals were needed to maintain a consistent focus on wellness initiatives. These additions were incorporated into the 2025–2026 plan.

Action 4.6: Psychologists
Reflections and Changes:
The district prioritized recruitment and retention strategies for mental health professionals and allocated increased funds to address these needs.

Action 4.7: Before/After School and Saturday Programs
Reflections and Changes:
Program attendance data and feedback indicated strong demand for expanded offerings, particularly in tutoring and wellness activities. As a result, the district increased funding to expand enrichment opportunities and align services with student needs.

Action 4.8: Social-Emotional Professional Development
Reflections and Changes:
Implementation of professional development in trauma-informed practices was delayed due to scheduling conflicts and staff transitions. The district revised its plan to ensure earlier scheduling, built-in collaboration time, and required participation to strengthen implementation fidelity.

Action 4.9: School Resource Officers
Reflections and Changes:
The safety of students and staff is a priority in the district and will continue to be supported.

Action 4.10: Director of Student Services changed to Student Services
Reflections and Changes:
Due to the merging of this position with the Assistant Superintendent of Educational Services, this action was reduced and now reflects clerical support for this position.

Action 4.11: Mental Health and Social Emotional Supports and Interventions
Reflections and Changes:
Capital outlay projects comprised a majority of this action and were delayed. Staffing shortages limited the delivery of comprehensive mental health services. The district refined its plan by increasing mental health staffing allocations and enhancing partnerships with community-

based organizations to supplement district resources, allowing for the full implementation (build) of the Wellness centers to be completed by 2025-26.

Action 4.12: Drug Rehabilitation and Supports
Reflections and Changes:
Student voice highlighted the need for integrated, tiered supports rather than isolated interventions. In response, the district restructured this action to align more closely with the Multi-Tiered System of Supports (MTSS) framework, ensuring drug rehabilitation efforts are embedded in a broader continuum of care.

Action 4.13 NEW Wellness Center Staffing
Reflection and Changes:
To ensure the effective implementation and sustainability of the district's Wellness Centers, the classified directors and support staff will be responsible for overseeing the delivery and coordination of services that support students' and families' social-emotional and mental health needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology - Vaping Sensors, Cameras, and Environmental Controls	Every student and staff member deserves a safe and healthy environment. To meet this essential need, our district is committed to ensuring that all sites and departments are equipped with the necessary facilities and technology to create a secure and conducive learning environment. This includes providing advanced technologies such as vaping sensors, security cameras, and environmental control systems. These measures are designed to enhance safety and promote a healthy school climate where all students and staff can thrive.	$30,000.00	No
4.2	Positive, Safe and Secure Environment	Our low-income, foster/homeless youth, and English learner students exhibit significant potential for academic growth, as highlighted by the latest state and local assessments. The California Dashboard results underscore the importance of providing these unduplicated students with a safe and healthy environment to facilitate their academic achievements.	$810,222.42	Yes

Action #	Title	Description	Total Funds	Contributing
		To address this essential need, the district is committed to ensuring a secure environment across all sites. We will deploy campus safety personnel, who will be readily available to welcome students and the community, offer immediate social-emotional support, and maintain a safe learning atmosphere. These safety personnel are staff members of SMCJUHSD and non-staff members who will be equipped with training in de-escalation and trauma-informed care, ensuring that students feel supported and secure in their interactions with adults on campus. Additionally, the district will provide necessary supplies for classes that require uniforms, such as PE, military science, and band, to ensure that all students feel included and prepared to engage fully in the curriculum. This support not only fosters a sense of belonging and readiness but also enhances the overall educational experience for our students.		
4.3	Link Crew	The district will continue to support programs like Link Crew to offer our unduplicated students enhanced support as they transition into high school. This initiative aims to actively engage students in positive school-related activities and provide peer mentorship, ensuring that all students feel included and part of the school community. Participants in Link Crew will receive training to equip them with the skills necessary to support their peers effectively and to serve as positive role models within the school environment. This program not only aids in smooth transitions for incoming students but also fosters a welcoming and supportive school culture.	$63,599.38	Yes
4.4	Safety Equipment	The district commits to utilizing advanced equipment to bolster our campus security systems. This includes the integration of safety platforms that facilitate real-time monitoring and response capabilities, ensuring a proactive stance against potential security threats. The software supports our broader safety strategies by enabling precise coordination among campus safety personnel and fostering an environment where students and staff feel secure.	$5,100.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is directly responsive to the data indicating the need for improved safety measures to support the academic achievements of our students, particularly those from vulnerable groups such as low-income families, English learners, and foster youth. By enhancing our technological infrastructure to safeguard our campuses effectively, we are ensuring that all students have the opportunity to learn in an environment that is not only conducive to educational success but also prioritizes their well-being and safety.		
4.5	Assistant Principals	According to the latest state and local assessments, there is a critical need for a robust support system at each comprehensive site to monitor and enhance academic and social-emotional supports and interventions. This need is particularly acute among our low-income, foster youth, and English learner students, who face the most significant academic challenges within the district. To address this, the district plans to appoint an additional Assistant Principal focused specifically on enhancing social-emotional support for students. The role will also enable administrative teams to establish and cultivate a site-specific Multi-Tiered System of Supports (MTSS) team. This team will be dedicated to ensuring that the unique needs of their school are effectively addressed. Furthermore, this additional administrative capacity will allow for more focused support for students and families requiring mental and behavioral interventions, ensuring that all students have the necessary support to succeed academically and emotionally.	$456,008.79	No
4.6	Psychologists	According to the most recent state and local data, there is a significant need for a Multi-Tiered System of Supports (MTSS) to be established at each comprehensive site to ensure that both academic and social-emotional supports and interventions are adequately provided, particularly for our unduplicated students. To meet this critical requirement, the district will continue to employ and hire additional psychologists to deliver social-emotional support at each site.	$243,381.74	No

Action #	Title	Description	Total Funds	Contributing
		With a rising number of incoming students with Individualized Education Plans (IEPs), this augmented support is essential to ensure that all accommodations are properly met. This initiative will also aid in providing necessary support in classrooms for teachers working with English learners, low-income, and homeless/foster students who may have an IEP. The complexities of dual or triple identifications in which students are simultaneously categorized under EL, low-income, homeless/foster, and/or students with disabilities, significantly elevate the academic and support needs of these students. By strengthening our support system with additional psychologists, the district is ensuring that these students' unique educational requirements are addressed comprehensively.		
4.7	Before/After School and Saturday Programs	According to the latest state and local data, there is a pressing need for a robust support system at each comprehensive site, particularly for our unduplicated students, to ensure they receive adequate academic and social-emotional support and interventions. To address this requirement, the district will bolster schools with enhanced intervention programs. These programs are designed to provide students with additional academic, social-emotional, and behavioral support, ensuring their success during class time. Furthermore, before and after school activities will be implemented to strengthen students' sense of connectedness to the school community. Additionally, academic tutoring and support sessions will be available to help build their confidence in subjects they find challenging. This comprehensive support structure is aimed at fostering an environment where all students can thrive academically and socially.	$172,245.37	Yes
4.8	Social-Emotional Professional Development	According to the latest state and local data, there is an urgent need for enhanced support systems at each comprehensive site, particularly to provide social-emotional supports and interventions tailored to the unique needs of our unduplicated students—English Learners, Foster Youth, and Low-income students.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To meet this critical need, the district will implement targeted professional development aligned with our social-emotional learning focus for all staff. This initiative will include intensive training in Restorative Practices, vital for strengthening our Multi-Tiered System of Supports (MTSS) and bolstering student support structures at each school. This training will empower all teachers with Tier 1 strategies designed specifically to nurture a positive learning environment for all students, with particular attention to ensuring that English Learners, Foster Youth, and Low-income students feel fully included and supported. Additionally, the professional development sessions will cover instructional practices that promote inclusivity, cultural proficiency, and academic relevancy. These practices are crucial for creating an educational environment where every student feels valued and effectively supported, fostering a sense of belonging and academic engagement among our most vulnerable populations.		
4.9	School Resource Officers	To ensure that students and staff feel safe and to foster a healthy learning environment, the district will station a School Resource Officer (SRO) at each comprehensive site. This collaboration with local law enforcement not only enhances school safety but also provides students with mentorship opportunities, allowing them to build positive relationships with our local police officers. These relationships are vital as they help to reduce the likelihood of student arrests and increase student comfort in seeking support for safety-related issues. Emphasizing preventative measures, this initiative is designed to proactively address concerns and ensure a secure, supportive environment for students and staff alike.	$172,560.00	No
4.10	Student Services	To effectively implement the Multi-Tiered System of Supports (MTSS) across the district, additional oversight and dedicated leadership are essential. Social-emotional support and intervention are critical components of our MTSS framework, particularly for our English learners, homeless, foster, economically disadvantaged students, and students with disabilities, who have an increased need for these services.	$47,101.07	Yes

Action #	Title	Description	Total Funds	Contributing
		To address this, in 23/24 the district introduced an additional administrative role to provide oversight and strategic direction as schools build and refine their MTSS teams and enhance mental health supports for students. This position was established in response to the growing needs for mental health support and to combat rising dropout rates. This leadership ensured that our MTSS framework was robust and responsive, effectively supporting the well-being and academic success of all students. The work of this administrator continues in the 25/26 year as the Assistant Superintendent of Education Services (Action 1.1) and requires clerical and office support as more mental health supports were added.		
4.11	Mental Health and Socioemotional Supports and Interventions	Parents, students, and staff have emphasized the critical need for more comprehensive support systems to improve student wellness. In response to this, the district is committed to expanding its mental health services, including both individual and group counseling sessions, to better assist students in handling personal challenges. This expansion is driven by increasing rates of absenteeism and a noticeable rise in D/F grades, underscoring the urgent need for stronger support mechanisms to aid students and families in addressing personal difficulties, enhancing self-esteem, and establishing attainable goals for the future. To directly tackle the personal challenges affecting students' academic performance and well-being, the district plans to augment its mental health staffing. This enhancement is vital not just for the immediate health of our students but also for their ongoing educational achievements. Moreover, each school will build Wellness Centers as a further resource to support the needs of students and their families, ensuring accessible and comprehensive care within the school community	$2,927,427.86	Yes
4.12	Drug Rehabilitation and Supports	Parents have voiced a strong need for enhanced services to combat student drug use. To address this concern, the district will maintain or	$142,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		extend its contracted services with Sun Street Center, which provides crucial support in this area. A significant proportion of our English learner, homeless, foster, and low-income students require additional mental health support and assistance with substance use issues. These students often turn to substances as a way to self-medicate, cope with personal challenges, or alleviate feelings of despair. In response, we are committed to providing targeted supports that address these underlying issues, helping to prevent substance use and promote healthier coping mechanisms among our student population.		
4.13	Wellness Center and Staffing	To ensure the effective implementation and sustainability of the district's Wellness Centers, the classified directors and support staff will be responsible for overseeing the delivery and coordination of services that support students' and families' social-emotional and mental health needs. Staff will play a key role in expanding outreach to students and families, particularly those who have expressed the need for greater emotional support to thrive academically and prepare for post-secondary success. They will serve as liaisons between students, families, mental health professionals, and community-based organizations to ensure access to timely and comprehensive care. The centers will be furnished to create a welcoming, calming environment for students.	$1,569,995.52	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027, increase College and Career readiness to all students by providing comprehensive, accessible CTE pathways, Dual Enrollment and A-G courses at PBHS and PCVHS along with enhancing work experience opportunities by implementing tailored programs with local business partners in the region, as measured by metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard indicated a need to continue supporting College & Career readiness throughout the district, specifically for students at Portola-Butler Continuation High School and Pinnacle Coastal Valley High School, our Equity Multipler Schools. Data shows that 28.3% of our students are college and career ready, 0% at Portola-Butler Continuation High School and 0% at Pinnacle Coastal Valley High School. This need aligns with feedback from our educational partners, who emphasize the importance of providing continuous opportunities for students to explore career paths, ensuring their readiness for both college and the job market.

Our strategy to enhance College & Career readiness involves implementing the outlined actions, with progress tracked through the CA Dashboard College and Career Indicator results alongside local data.

Targeted Educational Opportunities:
Alternative education programs like those at Portola-Butler Continuation High School and Pinnacle Coastal Valley High School cater to students who may not find optimal success in conventional learning environments. These students often benefit from more flexible, vocational, and skill-based education that Career Technical Education (CTE) pathways provide. According to the 2023 Local Control and Accountability Plan (LCAP), implementing such programs is essential for engaging students by offering practical and applicable skills that align directly with real-world workforce needs.

Bridging Education to Employment:
CTE pathways are instrumental in smoothing the transition from school to the workforce, particularly for students who might be at risk of dropping out or those who are unlikely to pursue traditional four-year college degrees. By providing hands-on, experiential learning opportunities, these pathways address the district's needs highlighted in the LCAP Annual Review to enhance career readiness and reduce youth unemployment rates. In addition, by offering dual enrollment opportunities, students are exposed to college courses aligned to careers that have available certifications at the local community college.

Economic and Community Impact:

The CA Equity Multiplier emphasizes the importance of equitable access to high-quality educational opportunities. By extending CTE and dual enrollment programs to alternative education students, the district ensures that all students, regardless of their educational environment, have the chance to acquire critical certifications and training across various industries along with preparing them to pursue higher education. This is particularly significant for students facing economic challenges, as it enables them to secure stable, well-paying jobs swiftly, contributing positively to their communities and the local economy.

Enhancing Student Engagement and Success:
Data from the CA Dashboard indicate that tailored educational programs like CTE can significantly improve engagement and academic success among students traditionally underserved by standard academic programs. These include English learners, low-income students, and those in foster care or homeless situations—demographics that are notably prevalent within alternative education settings.

Promoting Inclusivity and Accessibility:
Incorporating CTE pathways into the curriculum of Portola-Butler Continuation High School and Pinnacle Coastal Valley High School not only supports the district's commitment to inclusivity but also ensures that all students, regardless of their background or educational path, have access to meaningful and productive educational experiences.

This goal is a comprehensive strategy aimed at fulfilling the district's commitment to equity, engagement, and economic mobility. It is designed to provide all students, especially those in alternative education settings, with the necessary tools and opportunities to succeed in both their immediate academic endeavors and future careers. This goal addresses both the district's specific educational challenges and broader community and economic goals, ensuring that all students are prepared to make meaningful contributions to their communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CTE Completers (Number of Students) Source: CA Dashboard	2022-2023: PBCHS - 0 PCVHS - 0	2023-2024: PBCHS - 1 PCVHS - 1		2025-2026: PBCHS - 30 PCVHS - 15	+1 +1
5.2	Dual Enrollment Participants (Number of Students) Source: CA Dashboard	2022-2023: PBCHS - 0 PCVHS - 0	2023-2024: PBCHS - 2 PCVHS - 0		2025-2026: PBCHS - 35 PCVHS - 20	+2 +0
5.3	A-G Completers (Number of Students) Source: Ca Dashboard	2022-2023: PBCHS - 0 PCVHS - 0	2023-2024: PBCHS - 0 PCVHS - 0		2025-2026: PBCHS - 40 PCVHS - 30	+0 +0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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 2024-25, Goal 5 aimed to expand college and career readiness opportunities, specifically through the development of Career Technical Education (CTE) pathways, A-G courses, dual enrollment options, and work-based learning opportunities at Portola-Butler Continuation High School and Pinnacle Coastal Valley High School (5.1). While progress was initiated, the overall execution of this goal was limited due to ongoing staffing shortages, administrative turnover, and a lack of credentialed teachers.

To address these challenges, the district made a key adjustment in the spring by hiring two assistant principals, one at each alternative education site. These administrators were not funded with Equity Multiplier dollars, but were identified as critical staffing supports to help stabilize school operations, support teachers and substitutes, and meet the needs of our most at-risk students. Their presence has already contributed to greater site-level structure and the foundational oversight needed for successful program implementation.

Additionally, the addition of a dedicated counselor (5.3) for Alternative Education proved to be highly effective. The counselor provided consistent academic guidance, credit recovery support, and career exploration services—critical for students in continuation and non-traditional settings. As a result, this position will continue to be funded and prioritized moving forward.

While a few teachers were able to attend college and career readiness-related conferences (5.2), professional development efforts were limited in scope, and the broader execution of Goal 5's intended instructional and pathway expansions was constrained by staffing capacity. The administrative and counseling infrastructure now in place will help lay the groundwork for full implementation in 2025–26.

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.

There were material differences for both 5.1 and 5.2. During the 2024–25 school year, staffing shortages and administrative turnover led to delays and underutilization of planned expenditures for Actions 5.1 and 5.2. These actions were designed to expand instructional programming and professional development for teachers; however, implementation capacity was limited during the first half of the year, resulting in lower-than-anticipated actual expenditures.

By contrast, Action 5.3 exceeded its original budget allocation. In response to increased student mental health needs identified by site staff and educational partners, the district authorized the hiring of additional counselors to provide direct services. While unplanned, this increase reflected an intentional reallocation of resources to meet an emergent need and support student well-being.

Looking forward, the district plans to maintain site-based allocations for administrative support roles in 2025–26 while continuing to build the infrastructure necessary for scaling Career Technical Education (CTE), A-G aligned coursework, and dual enrollment opportunities. These investments will be supported by improving staffing capacity and are essential to achieving the goals outlined in the district's college and career readiness pathway.

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

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Action 5.1 – Dual Enrollment Course Development
Effectiveness Rating: 2 – Somewhat Effective
Metrics: 5.2, 2.11
Analysis: Despite strategic intentions to expand dual enrollment opportunities, implementation was hampered by ongoing credentialing gaps and a lack of qualified facilitators. While foundational steps—such as external partnerships and planning—were initiated, full-scale implementation was not realized. Improvements in college and career readiness for some student groups suggest preliminary impact; however, sustained progress will require consistent site leadership and credentialed teaching staff.

Action 5.2 – College and Career Pathways in Alternative Education
Effectiveness Rating: 2 – Somewhat Effective
Metrics: 5.1, 5.3, 2.11
Analysis: Partial progress was achieved through curriculum development and resource allocation aligned to career pathway goals. However, persistent teacher shortages limited the scope of implementation. Positive gains in the College and Career Indicator for certain subgroups (e.g., KCHS English Learners and Students with Disabilities) indicate early signs of success. The onboarding of assistant principals in 2025–26 is expected to address instructional gaps and increase pathway access.

Action 5.3 – Counselor for Alternative Education
Effectiveness Rating: 3 – Effective
Metrics: 5.1, 5.2, 5.3, 2.11
Analysis: The dedicated counselor role proved highly effective, offering individualized academic planning, SEL support, and credit recovery assistance. This support was instrumental in promoting graduation readiness and post-secondary transitions for high-needs students. Notably, schools with counselor presence showed improvements in the College and Career Indicator, especially among Students with Disabilities and Homeless youth, highlighting the counselor's essential role in fostering college and career preparedness.

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: 5.1 – Dual Enrollment Course Development
Change: Continued implementation with increased administrative oversight to support dual enrollment launch and monitoring.
Purpose: Ensure that the groundwork laid in 2024–25 is followed through with proper site-level support, now made possible by the addition of assistant principals dedicated to each site.
Impact: Improved coordination with partner institutions and clearer guidance for students on dual enrollment opportunities.

Action: 5.2 – College and Career Pathways in Alternative Education
Change: Adjusted implementation timeline and sustained support from new site administrators. Including the CCI Indicator for the red performance level.
Reason: Staffing shortages and instructional instability delayed full pathway execution. Administrative leadership will now support curriculum rollout, CTE planning, and professional development.
Impact: Greater instructional stability and more effective execution of pathway programming in 2025–26.

Action: 5.3 – Counselor for Alternative Education
Change: No changes to the position; it will continue to be funded and maintained.
Impact: The counselor has been instrumental in guiding students through credit recovery, academic planning, and college and career readiness, and will remain a foundational support role at both sites.

English Learner Liaison for Alternative Education
Add one EL Liaison at each alternative education site, funded through other state funds.
Need: Portola-Butler and Pinnacle Coastal Valley serve a high percentage of Long-Term English Learners who need intensive and consistent academic and language development support.
Impact: The liaisons will directly support LTELs with reclassification, progress monitoring, in-class assistance, and family engagement, significantly improving language outcomes and academic success for English Learners in alternative settings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Dual Enrollment Course Development	Developing dual enrollment courses for PBHS and PCVHS will give students access to community college experiences that will enhance future career skills. Increasing the number of English Learners, Homeless Foster, and low income students who experience college courses while still in high school, improves the chances of those who are first generation	$28,031.41	No

Action #	Title	Description	Total Funds	Contributing
		college students to continue to pursue of a career and/or degree in higher education. By broadening these pathways, we aim to equip students with the competencies needed to thrive in various career fields, ensuring they are well-prepared for the demands of the workforce and higher education.		
5.2	College and Career Pathways Development in Alternative Education	Developing Career Technical Education (CTE) pathways in alternative schools involves a strategic approach that aligns educational offerings with the needs and interests of students, ensuring they gain practical skills and knowledge relevant to the workforce. This action is an additional support to the action in goal 2 since the high need of this student population will include more supports and collaboration with local educational partners, and also addresses the red CCI indicator (metric 2.11). To effectively develop CTE pathways in PBHS and PCVHS, the following will be funded: Curriculum, equipment and supplies, teacher training and professional development, technology and software, work-based learning partnerships, marketing and outreach, and administrative support and staff.	$195,987.66	No
5.3	Counselor	In Alternative Education settings, understanding and addressing the social-emotional needs of students are crucial for their academic success. To better meet these needs, the district recognizes the vital role of a dedicated counselor. The district is committed to hiring a full-time counselor for our Alternative Schools. This counselor will be pivotal in providing personalized support to students, understanding their unique circumstances, and guiding them towards appropriate services. This initiative aims to proactively address the challenges these students face and prevent academic failure by ensuring they receive the necessary emotional and educational support.	$84,928.93	No

Action #	Title	Description	Total Funds	Contributing

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
$11,812,811	$1,465,315

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
37.027%	25.570%	$8,131,447.89	62.597%

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
1.2	**Action:** Cybersecurity and Technology Support **Need:** Access to digital instructional materials in a safe environment via direct input from educational partners via focus groups/empathy interviews. **Scope:**	After assessing the needs, conditions, and circumstances of our English learners, low-income students, foster youth, and homeless youth we discovered that feedback from our staff and parents highlighted a need for accessing digital instructional materials in a secure setting. To address the condition of our English learners, low-income youth and foster youth, this action aims to enhance student learning by using digital devices for our English learners, low-income youth, and foster youth. Access to technology is crucial for	Access to Instructional Materials CAASPP: ELA and 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
	LEA-wide	enhancing academic performance, as it allows students to utilize instructional materials used by teachers for creating lessons. This is especially important for developing 21st-century skills among vulnerable groups who may have limited access to technology in our rural community. Though principally directed towards English learners, low-income students, foster youth, and homeless youth, this action is implemented LEA-wide to maximize infrastructure efficiency. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide.	
2.2	**Action:** Highly Qualified Teacher Retention **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:**	The district is committed to actively recruiting, hiring, and retaining highly qualified staff to address the academic needs of students who come from high-poverty communities. These initiatives are designed to attract and retain educators who can deliver exceptional educational outcomes to provide continuity in students' education. To address these inequities, the district is prioritizing the recruitment, hiring, and retention of highly qualified teachers in schools serving high concentrations of unduplicated students. In addition, we recognize that all students may benefit from highly qualified staff, so they are being implemented LEA-wide.	CAASPP Math & 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
	LEA-wide		
2.4	**Action:** Counselors **Need:** Red Indicator in College and Career: All Students (PCVH, PBCHS) Low Income (PCVH, PBCHS) English Learners (Districtwide, GHS, KCHS) Students with Disabilities (Districtwide, KCHS) Hispanic (PCVHS, PBCHS) **Scope:** LEA-wide	This action is principally directed toward unduplicated students, including low-income youth, English learners, students with disabilities, and foster/homeless students, who are disproportionately represented in the Red performance level for the College and Career Indicator (CCI). Counselors will actively monitor each student's academic progress, track interventions, and enhance access to Career Technical Education Pathways. Furthermore, they will work to build and strengthen connections among teachers, parents, and students, ensuring that students are enrolled in appropriate courses that pave the way for successful post-secondary outcomes. Although this staff will focus on unduplicated students who are at the lowest performance indicator in CCI, they will also support and benefit all students on an LEA-wide basis.	College Career Indicator
2.5	**Action:** Instructional Coaches **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide)	2025-2026 Eliminated Action: Due to difficulties in filling these full-time positions and some challenges in fully integrating coaches into classroom settings, which may have limited the overall instructional impact of their support, funds will be reallocated to more pressing student needs. 2024-2025: Instructional coaches will provide guidance on differentiated teaching practices, helping teachers to integrate ELD standards into their lessons and develop engaging teaching methods that make learning accessible and enjoyable for students.	CAASPP Math & 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
	Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	The focus will primarily be on ELA and Math, but they will support teachers across all subject areas, targeting our unduplicated students and creating learning environments that are inclusive and stimulating for students at all academic levels which will result in academic growth. Although this staff will focus on unduplicated students, they will also support and benefit all students on an LEA-wide basis.	
2.6	**Action:** Interventions for Math, English and Language Acquisition **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	2025-2026: With the elimination of full-time instructional coaches under action 2.5, schools will utilize site-based veteran teacher experts to provide professional development, support with Professional Learning Communities work, and curriculum implementation guidance in English and Math. Additionally, ELD experts will be utilized to ensure the inclusion of English Learners in the most rigorous course of study with appropriate language acquisition support. Although supports are designed with unduplicated students' needs first, they will be provided to all students on an LEA-wide basis as needed. This action is principally directed toward unduplicated students, including English learners, low-income students, homeless youth, and students with disabilities, who are overrepresented in Red performance levels on the California Dashboard for both Math and ELA. 2024-2025: Additional supports will be provided to students during and beyond the school day. By targeting our unduplicated students who are	CAASPP Math & 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
		underperforming, their academic achievement will show growth. Although these supports are being implemented LEA-wide, they are designed to principally benefit unduplicated students by addressing the unique academic and language needs that create opportunity gaps. Systemwide implementation ensures equitable access to expert instructional supports and intervention strategies across all schools.	
2.7	**Action:** Alternative Education **Need:** Red Indicator in College and Career: All Students (PCVH, PBCHS) Low Income (PCVH, PBCHS) English Learners (Districtwide, GHS, KCHS) Students with Disabilities (Districtwide, KCHS) Hispanic (PCVHS, PBCHS) **Scope:** LEA-wide	This action is principally directed toward unduplicated students, especially low-income youth, English learners, and students with disabilities, who are disproportionately represented in the Red performance level for the College and Career Indicator at Portola-Butler and Pinnacle Coastal Valley High Schools. Expansion of our alternative programs will ensure a higher number of students earn a high school diploma and graduate college and career-ready. In addition, we recognize that all students, students with disabilities, and Hispanic students may benefit from these services, so they are being implemented LEA-wide.	College and Career Indicator
2.8	**Action:** Career Technical Education (CTE) Pathways **Need:** Red Indicator in College and Career: **Scope:**	The district will maintain and enhance the existing CTE pathways by allocating necessary resources to support and enrich these programs. By introducing new pathways that reflect the latest industry trends and align with student interests, we will provide different career options for students.	College and Career Indicator

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	LEA-wide	This action is principally directed toward unduplicated students, including low-income youth, English learners, foster youth, and students with disabilities, who are disproportionately underperforming on the College and Career Indicator. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide. LEA-wide implementation is necessary to ensure that unduplicated students across all sites, including smaller and alternative campuses, have access to high-quality CTE programming.	
2.9	**Action:** Advanced Placement (AP) and Dual Enrollment Expansion **Need:** Red Indicator in College and Career: **Scope:** LEA-wide	This action is principally directed toward unduplicated students, including English learners, foster youth, low-income students, and students with disabilities, who are significantly underrepresented in Advanced Placement and dual enrollment participation and underperforming on the College and Career Indicator. By expanding the availability of AP and dual enrollment courses across all school sites, we will increase the enrollment of unduplicated students in these challenging courses. Additional supports for students will improve their success rates on AP exams and in developing academic skills required for success in higher education. Though primarily directed to increase access for the student groups mentioned, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to ensure equitable access at every school site.	College and Career Indicator
2.12	**Action:** Instructional Programs - AVID	AVID enhances the academic achievement of first-generation college students by having college or academic tutors to support and close their	CAASPP Math & 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: Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** Schoolwide	educational gaps. These tutors will provide additional support within the AVID classes and extend their services to other courses where students, particularly English learners and students with disabilities, require additional academic assistance to succeed. While AVID is principally directed at unduplicated pupils, such as English learners, socioeconomically disadvantaged youth, and students with disabilities, these student groups are distributed across all school sites. Implementing AVID LEA-wide ensures that students in every high school, including alternative and comprehensive settings, receive consistent access to tutoring, academic supports, and college-readiness resources. This systemwide approach is essential for eliminating opportunity gaps and supports the district's commitment to equitable instructional access and post-secondary preparation across all campuses. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide.	
2.13	**Action:** Technology/Software - Devices **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS)	Providing students with the necessary technology to improve their academic performance is an essential need to acquire key 21st-century skills. The district is committed to ensuring that both students and staff are well-equipped with the necessary devices. This action is principally directed toward unduplicated students, including English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities, who are disproportionately represented in Red Dashboard indicators for ELA and Math. These student	CAASPP Math and 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
	Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	groups often lack access to personal digital devices at home, which limits their ability to engage in digital learning, access instructional resources, and build essential 21st-century skills. Although the action is implemented LEA-wide, this delivery model ensures that unduplicated students across all school sites benefit equitably. We recognize that many other student groups will benefit from these services, so they are being implemented LEA-wide.	
2.14	**Action:** Teen Parenting Program (TPP) **Need:** Students and parents indicated need to support parent program. **Scope:** Schoolwide	The district will provide additional resources, such as extra supplies, supplemental curriculum, designed to support these students academically while they navigate the complexities of parenthood. This action is principally directed toward unduplicated students, including low-income youth, English learners, and foster youth, who face unique barriers to high school completion while parenting. Feedback from educational partners and student focus groups identified the need for increased academic and social-emotional support for teen parents. To address these needs, the district provides targeted resources such as supplemental curriculum, parenting supplies, and academic counseling to support student-parent success. Although other student groups may benefit, the action is implemented LEA-wide to ensure equitable access to teen parenting resources at any site where affected students are enrolled. This approach ensures no student is excluded from support due to school placement	Graduation Rate
2.15	**Action:** Assistant Principal	PBCHS has recently established a satellite campus in Greenfield to offer more credit recovery	Graduation 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
	Need: Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:** Schoolwide	opportunities for students. Providing administrative support to PBCHS and PCVHS will increase graduation rates and college and career readiness. This action is principally directed toward unduplicated students, including English learners, foster youth, low-income students, and students with disabilities, who are significantly underperforming in graduation rates and on the College and Career Indicator, especially at Portola-Butler and Pinnacle Coastal Valley High Schools. To ensure that unduplicated students have consistent access to high-quality leadership and support systems, assistant principals are being provided LEA-wide, as appropriate, by site need. This systemic delivery model helps address site disparities while ensuring equitable access to administrative capacity. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide as resources allow.	
2.16	**Action:** Professional Development for Academic Programs **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide)	To support high-quality instruction, the district is committed to providing ongoing training, education, and professional development for teachers and staff. These opportunities will specifically focus on areas critical to our district's goals, such as Constructing Meaning and English Language Development, along with math professional development by participating in the math community of practice with county support. This professional development will be strategically designed to enhance teachers' skills in delivering culturally responsive and linguistically appropriate instruction that meets the diverse needs of our	CAASPP Math and ELA

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	English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	students. This action is principally directed toward unduplicated students, including English learners, socioeconomically disadvantaged youth, homeless students, and students with disabilities, who have been identified as performing at Red levels on the California Dashboard in both ELA and Math. Although these professional learning opportunities benefit all students, they are implemented LEA-wide to ensure every teacher—regardless of site—is equipped to meet the specific learning needs of unduplicated students. This systemwide approach promotes equity and ensures consistent instructional improvement across all campuses. In addition, we recognize that all students will benefit from highly trained teachers and staff, and therefore, this action will impact LEA-wide.	
2.17	**Action:** Interventions for Math and Reading **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide)	The district is committed to offering specialized intervention classes in mathematics and English across all comprehensive school sites to help students who struggle to meet grade-level academic standards. We will also increase staffing to reduce the student-to-teacher ratio in both Math and ELA, further enhancing personalized attention and support for students to learn. This action is principally directed toward unduplicated students, including English learners, socioeconomically disadvantaged youth, homeless students, and students with disabilities, who are performing at the Red level on CA Dashboard indicators in both ELA and Math. Because academic needs are not limited to unduplicated groups alone, other student populations may also benefit from reduced class sizes and targeted instruction. By implementing	CAASPP ELA and Math Growth

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
	Scope: LEA-wide	this intervention systemwide, the district ensures that all students who are struggling have access to high-quality, needs-based instructional support.	
2.20	**Action:** College and Career TOSA **Need:** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (Districtwide, GHS, KCHS, PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:** LEA-wide	2025-2026: The district will eliminate the standalone College and Career TOSA position and restructure college and career readiness supports by integrating these responsibilities into the broader Educational Services department via the Educational Services Coordinators. This reorganization provides districtwide leadership to address the needs of unduplicated pupils through targeted academic, social-emotional, and college-career readiness supports. By analyzing disaggregated data and guiding MTSS implementation, the Coordinators ensure early intervention and equitable access to resources. Programs such as attendance intervention, family engagement, and CTE/Dual Enrollment pathways are designed to close opportunity gaps and improve outcomes for these students. This action is principally directed toward unduplicated pupils, including English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities, who are disproportionately represented in the Red performance level on the College and Career Indicator (CCI). While unduplicated students are the primary beneficiaries, these services will also support other student groups in achieving post-secondary success. Implementing this action LEA-wide allows the district to provide equitable college and career readiness programming across all schools. These services are offered on a district-wide basis	College and Career Indicator

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
		to ensure consistency and efficiency. The integrated approach will enhance participation, equity, and completion rates in college and career pathways across all schools. 2024-2025: The College and Career TOSA will provide specialized support to CTE and college preparatory teachers, ensuring that these targeted student groups not only succeed but also increase their participation in CTE pathways, A-G completion and college preparedness. In addition, parent education via parent committees will increase awareness at home on how to support English learners, homeless/foster, and socioeconomically disadvantaged students in pursuing their career aspirations in higher educational institutions. In addition, we recognize that all student groups in the Red indicator for CCI may benefit from these services, so they are being implemented and offered LEA-wide.	
2.21	**Action:** Military Science Program **Need:** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (Districtwide, GHS, KCHS, PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:**	The development of leadership skills and college and career readiness is a critical component to be successful. This program is designed to enhance military science skills, foster group collaboration, and advance academic achievement. By developing these leadership skills, first-generation college students are given additional skills to succeed in future careers. This action is principally directed toward unduplicated students, specifically English learners, low-income students, homeless youth, students with disabilities, and Hispanic students, who have been identified with Red performance on the College and Career Indicator at multiple school sites.	College and Career Indicator

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	LEA-wide	In addition, we recognize that all student groups in the Red indicator for CCI may benefit from these services. Therefore, the district has chosen to implement this action LEA-wide to ensure equitable access to these supports across all schools, especially those serving high concentrations of students with the greatest needs.	
2.22	**Action:** Educational Service Coordinators **Need:** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (Districtwide, GHS, KCHS, PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide)	2025-2026: The district will eliminate the standalone College and Career TOSA position and restructure college and career readiness supports by integrating these responsibilities into the broader Educational Services department via the Educational Services Coordinator, Action 2.22. This reorganization will align CTE, Dual Enrollment, and post-secondary preparation efforts with districtwide instructional services, ensuring more cohesive and efficient support for English learners, students with disabilities, and homeless students. The integrated approach will enhance participation, equity, and completion rates in college and career pathways across all schools. Responsibilities include curriculum development and alignment, implementation of Multi-Tiered Systems of Support (MTSS), disaggregating data for intervention, and increasing parent engagement to improve attendance and student outcomes. This action is principally directed toward unduplicated students, including English learners, socioeconomically disadvantaged students, homeless youth, and students with disabilities, who are underperforming on the College and Career Indicator, as well as on ELA and Math assessments. These services are	College and Career Indicator, CAASPP ELA and Math Growth

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	Scope: LEA-wide	implemented LEA-wide to ensure all school sites, especially those serving high concentrations of unduplicated students, receive consistent, equity-focused support. While the services benefit all students, their design and delivery are centered on closing opportunity gaps for those with the greatest academic needs.	
3.1	**Action:** Parent Involvement Coordinators **Need:** Limited parent participation in school and parent understanding of academic communications so they can support their child **Scope:** LEA-wide	Parent involvement coordinators are key in bridging communication gaps and ensuring that all parents receive the necessary information and support to be actively involved in their children's education and receive information in their home language to ensure they participate as partners with teachers and school staff. This action is principally directed toward unduplicated pupils, particularly English learners, low-income students, and foster youth, whose families often face linguistic, cultural, or logistical barriers to engagement. Parent Involvement Coordinators help bridge these gaps by ensuring families receive timely information in their home language, supporting their participation in school site councils, DELAC, ELAC, and academic workshops. Though unduplicated families are the primary focus, improved family-school partnerships benefit all students. Therefore, this action is provided LEA-wide to ensure consistent access to parent engagement support across all schools.	Parent Participation in DELAC, ELAC, SSC, Parent Workshops, Grad Rate
3.2	**Action:** Parent Communication and Participation Support	By increasing parent education programs, workshops, and academic information meetings, we will see an increase in student academic achievement. Because parent involvement	Parent Education, students w/disabilities workshops counts, Grad 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
	Need: Parent participation in school specially from SWD and EL families. **Scope:** LEA-wide	benefits the district and all students, parent coordinators and their support are being offered LEA-wide. This action is principally directed toward unduplicated pupils, especially English learners, students with disabilities, and low-income students, whose families face barriers to active school participation due to language, educational background, or access to information. The district provides parent education programs, academic workshops, and translated materials to ensure families understand how to support student learning and engage meaningfully in school decision-making. While these supports focus on unduplicated student needs, they benefit all families by improving communication and strengthening home-school partnerships. Therefore, this action is implemented LEA-wide to guarantee all school sites will offer equitable access to parent engagement services.	
3.3	**Action:** Technology/Software for Parent Communication **Need:** Primary language community and academic content access **Scope:** LEA-wide	Providing documents and classroom content in the parent/student's primary language will improve understanding of learning and ways parents can support their child. This action is principally directed toward unduplicated students, particularly English learners, foster youth, and low-income families, who often face challenges accessing academic and school communications in a language they understand. By using translation-enabled communication tools, the district ensures parents can understand classroom expectations, school updates, and learning content to better support their children’s education. Although designed for unduplicated pupils, effective	Community/parent digital surveys: ELs, SED, Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication supports are beneficial to all families. Therefore, the district is implementing this action LEA-wide to ensure equitable access to multilingual communication across all school sites.	
4.2	**Action:** Positive, Safe and Secure Environment **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) All Students (GHS) **Scope:** LEA-wide	Providing students with a safe and healthy environment where they have supplies so they are prepared for class is critical to facilitating their academic achievement. Staff will receive professional development and necessary resources to ensure that students feel supported and secure in their interactions with adults on campus. This action is principally directed toward unduplicated pupils, especially English learners, low-income students, homeless youth, and students with disabilities, who have the highest suspension rates and face greater barriers to feeling safe and supported in school environments. This is designed to support our lowest-performing student groups (English learners, homeless, and low-income), but all other student groups in the Red on suspension metrics will benefit. In addition, all students benefit from a safe, supportive environment. Therefore, this action is being implemented LEA-wide to ensure consistency in safety protocols and staff practices across all campuses and to promote equity in access to positive school environments.	Suspension rates
4.3	**Action:** Link Crew **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS)	This action is principally directed toward unduplicated students, especially English learners, low-income students, and homeless youth, who have demonstrated disproportionately high suspension rates, as identified in the Red indicator data. Link Crew promotes positive school culture	Suspension rate

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	Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	by fostering student engagement, reducing feelings of isolation, and providing peer mentorship to help students build strong connections within the school community. These supports are especially impactful for unduplicated students who may lack consistent access to inclusive extracurricular or mentoring opportunities. Though principally designed to meet the suspension indicators for English learners, low-income, and homeless youth, many other student groups will benefit. All students gain from a more inclusive, supportive school environment. Therefore, this action is being implemented LEA-wide to promote equitable access to student engagement supports across all school sites.	
4.7	**Action:** Before/After School and Saturday Programs **Need:** Math and ELA growth Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically Disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) Red Indicator in Suspensions	This action is principally directed toward unduplicated students, particularly English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities, who are performing in the Red performance level on both ELA and Math, and who also demonstrate disproportionately high suspension rates. The district will offer before- and after-school tutoring, Saturday programs, and enrichment activities to provide targeted academic and behavioral supports. These opportunities are designed to strengthen students' foundational skills in core subjects, build confidence, and improve overall connectedness to the school community. While the services are designed with unduplicated students' needs at the forefront, other student groups experiencing academic or behavioral	CAASPP Percent reaching standard in ELA and Math, School Connectedness rate

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	English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	challenges, such as Hispanic students and students with disabilities, will also benefit. Therefore, this comprehensive intervention structure is being implemented LEA-wide to ensure that every student, regardless of school site, has equitable access to academic supports and opportunities to thrive socially and emotionally.	
4.8	**Action:** Social-Emotional Professional Development **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	The district will implement targeted professional development aligned with our social-emotional learning focus for all staff. This initiative will include intensive training in restorative practices, vital for strengthening our Multi-Tiered System of Supports (MTSS) and bolstering student support structures at each school. This training will empower all teachers with Tier 1 strategies designed specifically to nurture a positive learning environment for all students, with particular attention to ensuring that English learners, foster youth, and low-income students feel fully included and supported. This action is principally directed toward unduplicated students, particularly English learners, low-income students, and homeless youth, who are experiencing disproportionately high suspension rates, as indicated by Red performance levels. While the action is designed to address the specific needs of unduplicated pupils, other student groups with Red suspension indicators, such as Hispanic students and students with disabilities, will also benefit from improved staff practices. As all students benefit from emotionally	Suspension Rates

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		responsive environments and equitable behavior systems, this action is implemented LEA-wide.	
4.10	**Action:** Student Services **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	This leadership will ensure that our MTSS framework is robust and responsive, effectively supporting the well-being and academic success of English learners, foster youth, and low-income students so they feel fully included and supported. As resources and support will benefit all students, this is offered LEA-wide.	Suspension rates
4.11	**Action:** Mental Health and Socioemotional Supports and Interventions **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:**	The district is committed to expanding its mental health services, including both individual and group counseling sessions, to better assist students in handling personal challenges. By adding mental health staff, students' academic performance will increase. This action is principally directed toward unduplicated students, specifically English learners, low-income students, and homeless youth, who are experiencing Red performance levels in suspension rates. While this action is designed to meet the needs of unduplicated pupils, other student groups in the Red, such as Hispanic students and students with disabilities, will also benefit. Because this support framework enhances outcomes for all students, the action is implemented LEA-wide.	Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.12	**Action:** Drug Rehabilitation and Supports **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	This action is principally directed toward unduplicated pupils, specifically English learners, low-income students, and homeless youth, who are experiencing disproportionately high suspension rates, as identified in Red indicator data. The district will provide targeted mental health and drug rehabilitation supports to address underlying trauma, substance use, and behavioral challenges. These services are intended to prevent substance abuse and promote healthier coping mechanisms, improving students' academic performance, attendance, and emotional well-being. While this action is designed to address the specific needs of unduplicated pupils, other student groups with Red suspension indicators, such as Hispanic students and students with disabilities, will also benefit. Because mental health and substance use prevention supports contribute to a safer and healthier school climate for all students, this action is implemented LEA-wide.	Suspension rates
4.13	**Action:** Wellness Center and Staffing **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS)	The action addresses the needs of unduplicated pupils by ensuring equitable access to essential social-emotional and mental health supports through the district's Wellness Centers. By providing these services, the district can reach a broader population of high-need students across multiple school sites, many of whom face barriers to academic success due to trauma or other social-emotional factors. The classified directors and support staff play a critical role in coordinating	Attendance and Suspension Rates

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
	Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	services, expanding outreach, and building trusting relationships with students and families. This action is principally directed toward unduplicated pupils, specifically English learners, low-income students, and homeless youth, who are disproportionately affected by high suspension rates, as indicated in Red performance data. While this action is designed to meet the specific needs of unduplicated pupils, other student groups in the Red, such as Hispanic students and students with disabilities, also benefit significantly from these supports. The district is offering these services LEA-wide to ensure equitable access to wellness resources for all students and to foster supportive school climates across all campuses. This systemic approach ensures that all students, especially the most vulnerable, have the support necessary to thrive in school and transition successfully to college or careers.	

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
2.3	**Action:** Professional Development to support ELD Standards in all courses **Need:**	To enhance teacher effectiveness, the district will offer personalized support to teachers, assisting them in refining their lesson planning, instructional techniques, and strategies for addressing the diverse needs of their students. It is designed to	CAASPP Math & ELA assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** Limited to Unduplicated Student Group(s)	enhance instructional strategies aligned with the California ELD Standards and improve differentiation techniques that are essential for supporting English learners, homeless youth, and socioeconomically disadvantaged students. By equipping teachers with culturally and linguistically responsive tools, this action directly addresses the academic barriers faced by these students.	
2.10	**Action:** Support for English Learners **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Red Indicator in MATH: English Learners (GHS, KCHS) **Scope:** Limited to Unduplicated Student Group(s)	Additional ELD liaisons will provide targeted support in core subject classrooms to support English learners who require the most assistance. Collaborating with the district's teachers and paraeducators in working with students with disabilities (SWD), the ELD liaisons will actively engage in classrooms. They will monitor and support the progress of EL students to enhance their academic performance, reading skills, and literacy and language development.	CAASPP Math & ELA assessments
2.11	**Action:** Instructional Programs - EL Supplemental Curriculum **Need:**	By implementing supplemental programs specifically designed to support the academic development of our underperforming English Learners, we will provide targeted assistance to	CAASPP Math & ELA assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Red Indicator in MATH: English Learners (GHS, KCHS) **Scope:** Limited to Unduplicated Student Group(s)	ensure these students have the necessary resources to succeed academically.	
2.18	**Action:** Homeless/Foster Youth Supports **Need:** Red Indicator in Suspensions: Homeless Youth (Districtwide) **Scope:** Limited to Unduplicated Student Group(s)	According to the most recent state and local assessments, our homeless and foster youth present substantial opportunities for continued academic growth. To address this need effectively, the district will implement targeted monitoring and individualized case management for each student identified as homeless or in foster care. This includes coordinating with site staff, service agencies, and families to ensure access to academic interventions, social-emotional support, and basic necessities such as food, clothing, and transportation. We will closely monitor Homeless and Foster youth's academic achievement, social-emotional support, basic needs, and overall learning progress to enhance the educational outcomes of this vulnerable student group.	Suspension rates

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.

There are NO limited actions contributing to meeting the increased or improved services requirement that are associated with a Planned Percentage of Improved Services in the Contributing Summary Table.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to increase the staff-to-student ratio of both classified and certificated staff providing direct services to students at schools with high concentrations of unduplicated students in the following ways:

Classified Staff:
Goal 4, Action 2: Parent Communication and Participation Support
Developing robust communication channels between schools and families, including the use of technology and software for enhanced parent engagement, will ensure parents are well-informed and involved in their children's education. Increasing the number of ELD liaisons for Long-Term English Learner (LTEL) support in core classes. Enhancing support staff such as instructional aides and paraeducators to provide targeted assistance to students with disabilities and English learners.

Certificated Staff:
Goal 2, Action 2 (Teacher Retention), Goal 2, Action 4 (Counselors), Goal 2, Action 6 (Interventions for Math, English, and Language Acquisition) 2.15 (Asst. Principals) 3.1 (Parent Involvement Coordinators) 4.5 (Assistant Principals) 4.11 (Mental Health staff): Additional staff will be hired to benefit schools with higher concentrations of unduplicated students. This action will address the significant social emotional and academic needs of English learners and students with disabilities through targeted in-class and after-school support, utilizing specialized support software for monitoring progress. Hiring additional staff and math and English teachers to provide more individualized attention to students in need.

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	0	70:1
Staff-to-student ratio of certificated staff providing direct services to students	0	22:1

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	31,903,238	11,812,811	37.027%	25.570%	62.597%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$46,997,741.52	$4,809,311.61	$607,416.30	$1,779,413.09	$54,193,882.52	$35,057,418.73	$19,136,463.79

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	Base Program: Salaries and Benefits, Supplies Services	All	No			All Schools	Ongoing	$22,733,693.20	$8,061,812.58	$26,245,892.96	$3,076,554.57	$607,416.30	$865,641.95	$30,795,505.78	
1	1.2	Cybersecurity and Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$381,939.39	$340,710.00	$722,649.39	$0.00	$0.00	$0.00	$722,649.39	
2	2.1	Highly Qualified Teacher Recruitment	All	No			All Schools	2024-2027	$0.00	$13,000.00	$13,000.00	$0.00	$0.00	$0.00	$13,000.00	
2	2.2	Highly Qualified Teacher Retention	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$718,925.74	$36,000.00	$754,925.74	$0.00	$0.00	$0.00	$754,925.74	
2	2.3	Professional Development to support ELD Standards in all courses	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$27,030.48	$40,750.00	$67,780.48	$0.00	$0.00	$0.00	$67,780.48	
2	2.4	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$299,078.56	$0.00	$289,264.16	$0.00	$0.00	$9,814.40	$299,078.56	
2	2.5	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	Interventions for Math, English and Language Acquisition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,133,459.74	$150,000.00	$1,283,459.74	$0.00	$0.00	$0.00	$1,283,459.74	
2	2.7	Alternative Education	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$2,685,292.00	$2,685,292.00	$0.00	$0.00	$0.00	$2,685,292.00	

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
			Low Income			Low Income										
2	**2.8**	Career Technical Education (CTE) Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,883,575.76	$938,342.07	$2,925,779.83	$808,704.00	$0.00	$87,434.00	$3,821,917.83	
2	**2.9**	Advanced Placement (AP) and Dual Enrollment Expansion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$896,799.96	$91,600.00	$988,399.96	$0.00	$0.00	$0.00	$988,399.96	
2	**2.10**	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,117,795.11	$0.00	$1,054,458.11	$0.00	$0.00	$63,337.00	$1,117,795.11	
2	**2.11**	Instructional Programs - EL Supplemental Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
2	**2.12**	Instructional Programs - AVID	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: GHS 9-12	Ongoing	$113,484.15	$51,000.00	$164,484.15	$0.00	$0.00	$0.00	$164,484.15	
2	**2.13**	Technology/Software - Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$961,656.43	$937,500.00	$0.00	$0.00	$24,156.43	$961,656.43	
2	**2.14**	Teen Parenting Program (TPP)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: PCVHS 9-12	Ongoing	$134,044.86	$13,000.00	$147,044.86	$0.00	$0.00	$0.00	$147,044.86	
2	**2.15**	Assistant Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: GHS, PBCHS 9-12	Ongoing	$579,808.29	$840.00	$302,842.64	$0.00	$0.00	$277,805.65	$580,648.29	
2	**2.16**	Professional Development for Academic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$215,500.00	$215,500.00	$0.00	$0.00	$0.00	$215,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.17	Interventions for Math and Reading	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$455,425.21	$455,425.21	$0.00	$0.00	$0.00	$455,425.21	
2	2.18	Homeless/Foster Youth Supports	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,592.00	$25,000.00	$0.00	$0.00	$25,592.00	$50,592.00	
2	2.19	Instructional Programs - Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$422,939.53	$0.00	$422,939.53	$0.00	$0.00	$422,939.53	
2	2.20	College and Career TOSA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.21	Military Science Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$250,965.81	$26,100.00	$277,065.81	$0.00	$0.00	$0.00	$277,065.81	
2	2.22	Educational Service Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$453,750.96	$16,000.00	$252,792.16	$0.00	$0.00	$216,958.80	$469,750.96	
3	3.1	Parent Involvement Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$388,762.72	$0.00	$388,762.72				$388,762.72	
3	3.2	Parent Communication and Participation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$326,118.82	$60,000.00	$386,118.82				$386,118.82	
3	3.3	Technology/Software for Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,499.00	$35,499.00	$0.00	$0.00	$0.00	$35,499.00	
3	3.4	Professional Development	All	No			All Schools	Ongoing	$0.00	$70,000.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	
4	4.1	Technology - Vaping Sensors, Cameras, and Environmental Controls	All	No			All Schools	Ongoing	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	
4	4.2	Positive, Safe and Secure Environment	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$146,230.86	$663,991.56	$810,222.42	$0.00	$0.00	$0.00	$810,222.42	

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
			Low Income			Low Income										
4	**4.3**	Link Crew	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$63,599.38	$0.00	$63,599.38	$0.00	$0.00	$0.00	$63,599.38	
4	**4.4**	Safety Equipment	All	No			All Schools	Ongoing	$0.00	$5,100.00	$5,100.00	$0.00	$0.00	$0.00	$5,100.00	
4	**4.5**	Assistant Principals	All	No			All Schools	Ongoing	$453,128.79	$2,880.00	$257,514.10			$198,494.69	$456,008.79	
4	**4.6**	Psychologists	Students with Disabilities	No			All Schools	Ongoing	$240,561.74	$2,820.00	$233,203.57	$0.00	$0.00	$10,178.17	$243,381.74	
4	**4.7**	Before/After School and Saturday Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$172,245.37	$0.00	$172,245.37	$0.00	$0.00	$0.00	$172,245.37	
4	**4.8**	Social-Emotional Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
4	**4.9**	School Resource Officers	All	No			All Schools	Ongoing	$0.00	$172,560.00	$172,560.00	$0.00	$0.00	$0.00	$172,560.00	
4	**4.10**	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$47,101.07	$0.00	$47,101.07	$0.00	$0.00	$0.00	$47,101.07	
4	**4.11**	Mental Health and Socioemotional Supports and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$384,330.26	$2,543,097.60	$2,735,262.35	$192,165.51	$0.00	$0.00	$2,927,427.86	
4	**4.12**	Drug Rehabilitation and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$142,000.00	$142,000.00	$0.00	$0.00	$0.00	$142,000.00	
4	**4.13**	Wellness Center and Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$969,995.52	$600,000.00	$1,569,995.52				$1,569,995.52	
5	**5.1**	Dual Enrollment Course Development	All	No			Specific Schools: PBHS, PCVHS	Ongoing	$28,031.41	$0.00	$0.00	$28,031.41	$0.00	$0.00	$28,031.41	

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
5	**5.2**	College and Career Pathways Development in Alternative Education	All	No			All Schools Specific Schools: PBHS, PCVHS	Ongoing	$28,031.85	$167,955.81	$0.00	$195,987.66	$0.00	$0.00	$195,987.66	
5	**5.3**	Counselor	All	No			All Schools Specific Schools: PBHS, PCVHS	Ongoing	$84,928.93	$0.00	$0.00	$84,928.93	$0.00	$0.00	$84,928.93	

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
31,903,238	11,812,811	37.027%	25.570%	62.597%	$19,970,470.89	0.000%	62.597 %	**Total:**	$19,970,470.89
								LEA-wide Total:	$18,188,860.65
								Limited Total:	$1,167,238.59
								Schoolwide Total:	$614,371.65

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	**1.2**	Cybersecurity and Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$722,649.39	
2	**2.2**	Highly Qualified Teacher Retention	Yes	LEA-wide	Low Income	All Schools	$754,925.74	
2	**2.3**	Professional Development to support ELD Standards in all courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$67,780.48	
2	**2.4**	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$289,264.16	
2	**2.5**	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.6**	Interventions for Math, English and Language Acquisition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,283,459.74	
2	**2.7**	Alternative Education	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,685,292.00	

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 (%)
					Low Income			
2	2.8	Career Technical Education (CTE) Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,925,779.83	
2	2.9	Advanced Placement (AP) and Dual Enrollment Expansion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$988,399.96	
2	2.10	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,054,458.11	
2	2.11	Instructional Programs - EL Supplemental Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	
2	2.12	Instructional Programs - AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS 9-12	$164,484.15	
2	2.13	Technology/Software - Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$937,500.00	
2	2.14	Teen Parenting Program (TPP)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PCVHS 9-12	$147,044.86	
2	2.15	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS, PBCHS 9-12	$302,842.64	
2	2.16	Professional Development for Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,500.00	
2	2.17	Interventions for Math and Reading	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$455,425.21	
2	2.18	Homeless/Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$25,000.00	
2	2.20	College and Career TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.21	Military Science Program	Yes	LEA-wide	English Learners Foster Youth	All Schools	$277,065.81	

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 (%)
					Low Income			
2	2.22	Educational Service Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$252,792.16	
3	3.1	Parent Involvement Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$388,762.72	
3	3.2	Parent Communication and Participation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$386,118.82	
3	3.3	Technology/Software for Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,499.00	
4	4.2	Positive, Safe and Secure Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$810,222.42	
4	4.3	Link Crew	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,599.38	
4	4.7	Before/After School and Saturday Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,245.37	
4	4.8	Social-Emotional Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
4	4.10	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,101.07	
4	4.11	Mental Health and Socioemotional Supports and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,735,262.35	
4	4.12	Drug Rehabilitation and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,000.00	
4	4.13	Wellness Center and Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,569,995.52	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$56,379,362.74	$50,754,914.77

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**	Base Program: Salaries and Benefits, Supplies Services	No	$34,176,848.32	$34,883,401.27
1	**1.2**	Cybersecurity and Technology Support	Yes	$387,870.45	$280,433.00
2	**2.1**	Highly Qualified Teacher Recruitment	No	$13,000.00	$57,164.45
2	**2.2**	Highly Qualified Teacher Retention	Yes	$155,235.01	$68,015.51
2	**2.3**	Professional Development to support ELD Standards in all courses	Yes	$67,850.80	$23,967.09
2	**2.4**	Counselors	Yes	$288,596.13	$253,281.38
2	**2.5**	Instructional Coaches	Yes	$391,705.33	$153,358.84
2	**2.6**	Interventions for Math, English and Language Acquisition	Yes	$877,921.32	$361,244.20
2	**2.7**	Alternative Education	Yes	$3,571,728.71	$3,269,685.79
2	**2.8**	Career Technical Education (CTE) Pathways	Yes	$3,955,389.41	$3,666,412.35
2	**2.9**	Advanced Placement (AP) and Dual Enrollment Expansion	Yes	$1,249,747.86	$1,098,433.81

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	2.10	Support for English Learners	Yes	$1,019,251.17	$842,102.27
2	2.11	Instructional Programs - EL Supplemental Curriculum	Yes	$50,000.00	$16,019.13
2	2.12	Instructional Programs - AVID	Yes	$219,560.91	$125,643.07
2	2.13	Technology/Software - Devices	Yes	$757,509.13	$846,830.05
2	2.14	Teen Parenting Program (TPP)	Yes	$131,072.59	$90,357.07
2	2.15	Assistant Principal	Yes	$119,583.97	$120,052.43
2	2.16	Professional Development for Academic Programs	Yes	$65,500.00	$58,538.88
2	2.17	Interventions for Math and Reading	Yes	$772,317.11	$423,081.75
2	2.18	Homeless/Foster Youth Supports	Yes	$59,891.35	$30,506.84
2	2.19	Instructional Programs - Students with Disabilities	No	$470,623.94	$444,892.93
2	2.20	College and Career TOSA	Yes	$125,235.11	$0.00
2	2.21	Military Science Program	Yes	$231,111.62	$249,290.63
3	3.1	Parent Involvement Coordinators	Yes	$158,535.13	$165,692.72

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	3.2	Parent Communication and Participation Support	Yes	$320,920.58	$371,682.36
3	3.3	Technology/Software for Parent Communication	Yes	$27,499.00	$26,518.24
3	3.4	Professional Development	No	$10,000.00	$12,233.97
4	4.1	Technology - Vaping Sensors, Cameras, and Environmental Controls	No	$15,900.00	$11,038.43
4	4.2	Positive, Safe and Secure Environment	Yes	$631,473.10	$579,245.70
4	4.3	Link Crew	Yes	$61,945.33	$68,291.77
4	4.4	Safety Equipment	No	$5,100.00	$8,700.00
4	4.5	Assistant Principals	No	$570,398.27	$483,759.61
4	4.6	Psychologists	No	$235,799.42	$236,274.63
4	4.7	Before/After School and Saturday Programs	Yes	$168,392.95	$174,408.47
4	4.8	Social-Emotional Professional Development	Yes	$500,000.00	$53,759.46
4	4.9	School Resource Officers	No	$172,560.00	$172,559.88
4	4.10	Director of Student Services	Yes	$289,161.96	$292,147.53

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)
4	**4.11**	Mental Health and Socioemotional Supports and Interventions	Yes	$3,635,595.76	$480,690.63
4	**4.12**	Drug Rehabilitation and Supports	Yes	$142,000.00	$152,658.00
5	**5.1**	Dual Enrollment Course Development	No	$28,104.34	$17,881.46
5	**5.2**	College and Career Pathways Development in Alternative Education	No	$185,807.42	$300.98
5	**5.3**	Counselor	No	$62,619.24	$84,358.19

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)
11850424	$18,216,048.54	$10,019,273.74	$8,196,774.80	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	1.2	Cybersecurity and Technology Support	Yes	$387,870.45	$280,433.00		
2	2.2	Highly Qualified Teacher Retention	Yes	$155,235.01	$68,015.51		
2	2.3	Professional Development to support ELD Standards in all courses	Yes	$67,850.80	$23,967.09		
2	2.4	Counselors	Yes	$280,444.13	$253,108.48		
2	2.5	Instructional Coaches	Yes	$391,705.33	$153,358.84		
2	2.6	Interventions for Math, English and Language Acquisition	Yes	$877,921.32	$361,244.20		
2	2.7	Alternative Education	Yes	$3,290,728.90	$3,142,097.56		
2	2.8	Career Technical Education (CTE) Pathways	Yes	$2,778,494.31	$319,054.02		
2	2.9	Advanced Placement (AP) and Dual Enrollment Expansion	Yes	$979,162.74	$934,591.03		
2	2.10	Support for English Learners	Yes	$949,433.17	$803,206.11		
2	2.11	Instructional Programs - EL Supplemental Curriculum	Yes	$50,000.00	$16,019.13		
2	2.12	Instructional Programs - AVID	Yes	$219,560.91	$122,263.51		
2	2.13	Technology/Software - Devices	Yes	$737,500.00	$713,561.93		

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)
2	2.14	Teen Parenting Program (TPP)	Yes	$131,072.59	$7,148.00		
2	2.15	Assistant Principal	Yes	$119,583.97	$120,052.43		
2	2.16	Professional Development for Academic Programs	Yes	$65,500.00	$59,729.74		
2	2.17	Interventions for Math and Reading	Yes	$772,317.11	$401,379.33		
2	2.18	Homeless/Foster Youth Supports	Yes	$48,916.74	$21,793.62		
2	2.20	College and Career TOSA	Yes	$62,617.39	0		
2	2.21	Military Science Program	Yes	$231,111.62	$228,348.21		
3	3.1	Parent Involvement Coordinators	Yes	$158,535.13	$164,249.76		
3	3.2	Parent Communication and Participation Support	Yes	$320,920.58	$371,506.67		
3	3.3	Technology/Software for Parent Communication	Yes	$27,499.00	$26,518.24		
4	4.2	Positive, Safe and Secure Environment	Yes	$631,473.10	$469,081.52		
4	4.3	Link Crew	Yes	$61,945.33	$68,291.77		
4	4.7	Before/After School and Saturday Programs	Yes	$168,392.95	$174,408.47		
4	4.8	Social-Emotional Professional Development	Yes	$500,000.00	$55,064.61		
4	4.10	Director of Student Services	Yes	$165,458.35	$166,460.65		
4	4.11	Mental Health and Socioemotional Supports and Interventions	Yes	$3,442,797.61	$341,662.31		
4	4.12	Drug Rehabilitation and Supports	Yes	$142,000.00	$152,658.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
31800412	11850424	19.812%	57.077%	$10,019,273.74	0.000%	31.507%	$8,131,447.89	25.570%

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).

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