LCFF Budget Overview for Parents

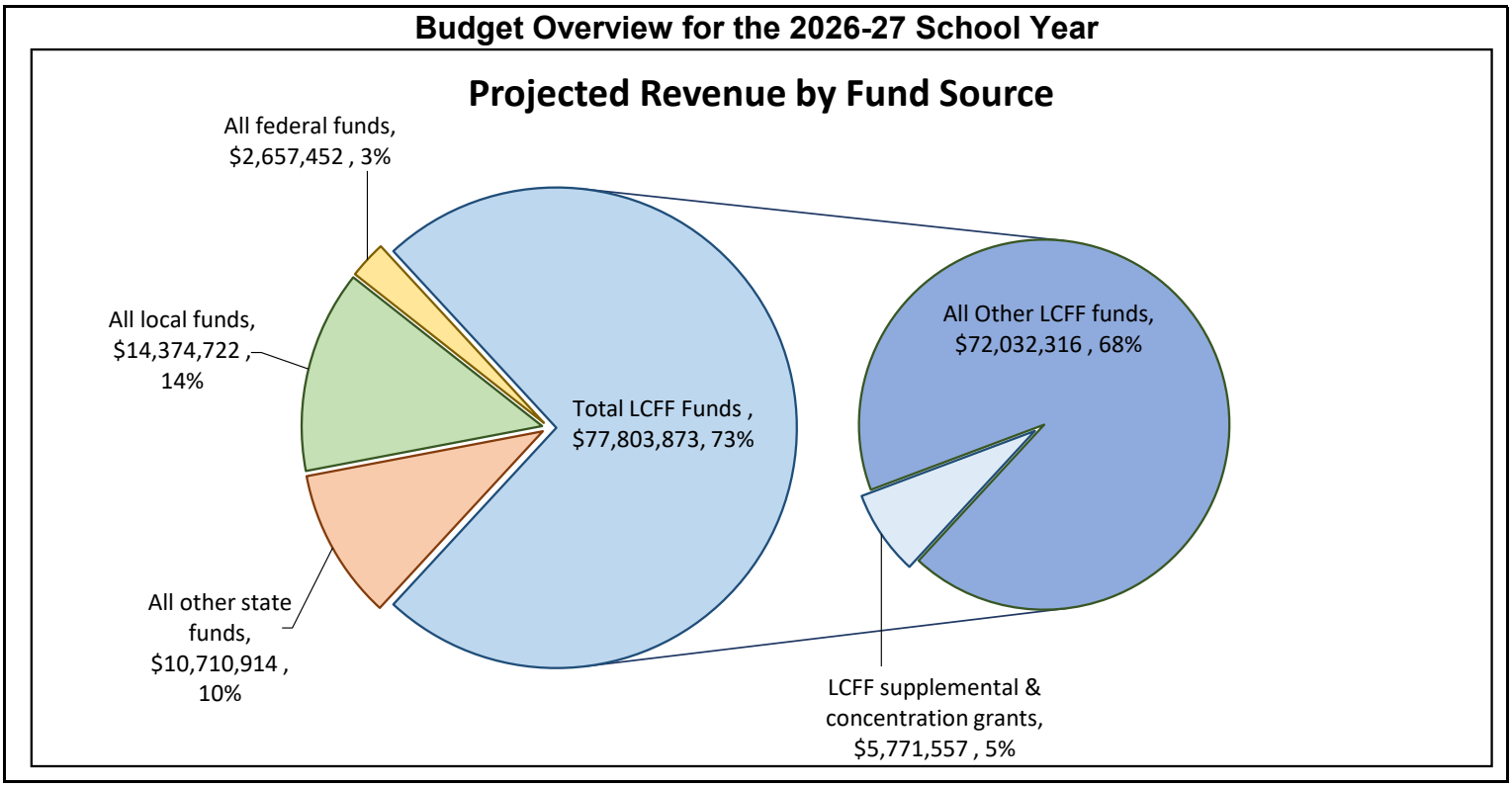
Local Educational Agency (LEA) Name: Claremont Unified School District

CDS Code: 1964394000000

School Year: 2026-27

LEA contact information: Julie Olesniewicz, Ed.D. 909-398-0609, jolesniewicz@cusd.claremont.edu

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).

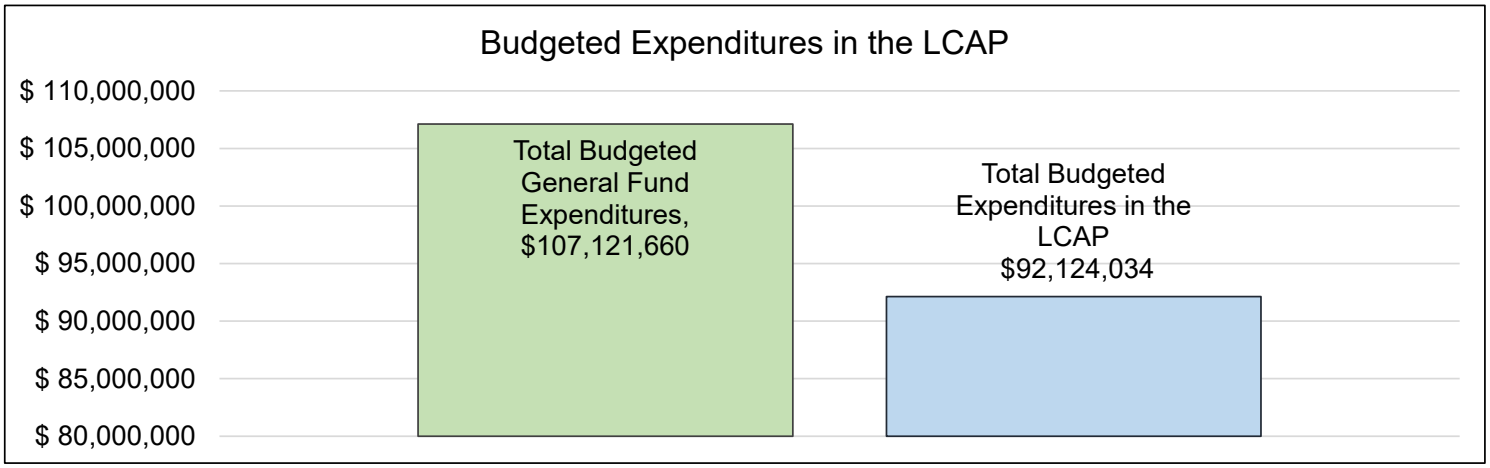


This chart shows the total general purpose revenue Claremont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Claremont Unified School District is $105,546,961.00, of which $77,803,873.00 is Local Control Funding Formula (LCFF), $10,710,914.00 is other state funds, $14,374,722.00 is local funds, and $2,657,452.00 is federal funds. Of the $77,803,873.00 in LCFF Funds, $5,771,557.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



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

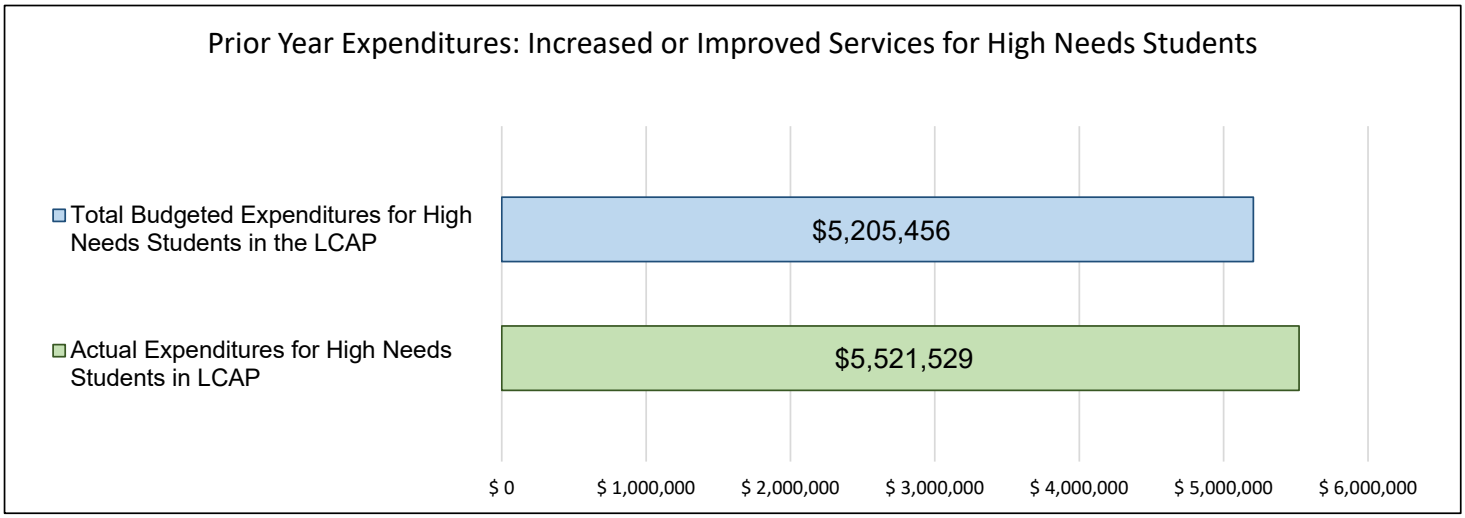
The text description of the above chart is as follows: Claremont Unified School District plans to spend $107,121,660.00 for the 2026-27 school year. Of that amount, $92,124,034.00 is tied to actions/services in the LCAP and $14,997,626.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures not included in the LCAP for the 2026-2027 school year include some district/site personnel not funded out of LCFF dollars, as well as the overhead of facilities, utilities and legal expenditures. In addition, not all of the Title I, Title II, Title III, and Title IV funds are included in the LCAP.

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

In 2026-27, Claremont Unified School District is projecting it will receive $5,771,557.00 based on the enrollment of foster youth, English learner, and low-income students. Claremont Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Claremont Unified School District plans to spend $5,771,557.00 towards meeting this requirement, as described in the LCAP.

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



LCFF Budget Overview for Parents

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

The text description of the above chart is as follows: In 2025-26, Claremont Unified School District's LCAP budgeted $5,205,456.00 for planned actions to increase or improve services for high needs students. Claremont Unified School District actually spent $5,521,529.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Claremont Unified	Julie Olesniewicz, Ed.D. Assistant Superintendent, Educational Services	jolesniewicz@cusd.claremont.edu 909-398-0609 ext. 70201

Plan Summary 2026-2027

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 Claremont Unified School District is located 35 miles east of Los Angeles and is a community known for its strong commitment to education.

District boundaries include the City of Claremont as well as portions of Pomona and La Verne. The District serves approximately 6,000 TK-12 students with seven elementary schools (TK-6), one intermediate school (7-8), one high school (9-12), one alternative education high school, one (K-6) school for students with physical disabilities and health impairments, and one adult school. In Year 2 of the LCAP, the alternative education high school, San Antonio High School, was an Equity Multiplier (EM) school. However, the school is no longer eligible for EM funding and therefore Goal 5 was removed and is no longer in effect. In addition, elementary schools have been developed to serve neighborhood areas, an open enrollment policy also allows parents to select schools.

The gradual increase in diversity in Claremont's population is reflected in a student population comprised of approximately 48% Hispanic; 26% White; 12% Asian; 4% African American; and 10% other ethnicities or declined to state. In addition, 4.9% are English learners, 17% are students with disabilities, less than 1% foster youth, and 44.7% are identified as socioeconomically disadvantaged.

The District Strategic Plan - The CUSD Commitment- ensures that Claremont Unified School District remains dedicated to academic and organizational excellence on behalf of our students, employees, families, and community members. It guides our decision-making and outlines our plan to offer all students a high-quality educational experience. It provides the essential framework required for the District to create a "roadmap" until 2027. The six focus areas are used to align district resources and enable the Governing Board to monitor progress made each year toward reaching the strategies of the focus areas, focusing on the Purpose, living the Core Values and accomplishing the goals of the District. All of these are exemplified in the Local Control Accountability Plan.

The CUSD Commitment
Purpose: Igniting curiosity, strengthening resilience, and inspiring excellence to empower each student's academic journey
CORE VALUES
Excellence - We provide a high quality, rigorous, and relevant educational experience for all students
Equity - We equip each student with differentiated resources to support the whole child and their academic success

Innovation - We foster critical thinking, creativity, and ingenuity to prepare students for their future
Integrity - We demonstrate honesty, dependability, good judgment, and respect in all that we do
SIX FOCUS AREAS:
1.0 Academic Achievement & Instruction
2.0 The Whole Child
3.0 Access & Equity
4.0 Student & Staff Safety & Wellness
5.0 Engaged Families & Community Partners
6.0 Optimized Financial & Human Resources

Reflections: Annual Performance

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

There are many areas that CUSD considers to be successes. Most recently, El Roble Intermediate has been named a California Distinguished School based on their performance and progress on the state indicators as specified on the California School Dashboard. Claremont High School has been named a California Exemplary Arts Education Program School and San Antonio High School has been named a Model Continuation High School once again. In student achievement, students continue to outscore the state and national averages on SAT and ACT exams, and Claremont High School continues to demonstrate academic excellence, with an IB Diploma pass rate that consistently exceeds global benchmarks by more than 10%. We increased our English learner reclassification rate by 12.6% and students making progress on the English Learner Progress Indicator increased by 7%. In addition, 146 students received the Seal of Biliteracy and 115 students earned the Seal of Civic Engagement. According to the 2025 California School Dashboard, our Graduation Rate (97.4%) is 9.6% higher than the Statewide Graduation Rate (87.8%). The Graduation rate for Socioeconomically Disadvantaged (96.5%), English learners (100%), Long-Term English Learners (100%), Foster Youth (100%), Homeless (90.9%), Asian (98.7%), Hispanic (98.8%), Two or More Races (100%) and White (97.1%) student groups are also above the Statewide rate. We will continue to provide students with opportunities to earn original credit as well as credit recovery both during and after school hours to be "on-track" for graduation. Additionally, we will assist students in defraying the cost of IB and AP exams as well as offer the PSAT during the school day.

CUSD has a low suspension rate of 1.8% which is 1.3% lower than the state suspension rate. As a district, we believe PBIS implementation has greatly helped our schools in reducing behavioral issues that result in suspensions. Every elementary school in CUSD is certified as a platinum state recognized school as well as Claremont High School, and El Roble Intermediate School and San Antonio High School are certified as gold recognized schools. In addition, we believe our focus on professional development, coaching, and MTSS has helped close the gap with some of our student groups. Our new MTSS Intervention Teachers and our Climate and Culture Intervention Teacher will continue to provide coaching and professional development for staff, especially in reading intervention and Restorative Practices. The district and sites will continue to implement PBIS at the site level and we will continue to employ two Board Certified Behavior Analysts and Registered Behavior Technicians to support identified students. We have also done a lot of work on implementing Culturally Responsive Teaching and are planning additional work in Restorative Practices to build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

In the area of Parent and Family Engagement, CUSD takes great pride in its efforts to engage families. District and schools have provided a variety of educational opportunities for parents (coffee with the principal, coding night, AI Overview, Thinking Maps, EL family game night, Latino Literacy Project family workshops, PBIS, AVID family workshops, family transition to college workshops, equity & inclusion workshops, gender diversity and self-expression, parent book clubs, new parent boot camp, prospective parent night, resource roundup in the beginning of the school year, healthy lunches workshop, maintaining focus and healthy lifestyle, de-escalation strategies for parents, homework support, family STEM/STEAM nights, invention convention, understanding conflict at school, reading support at home, how to teach new math to your kids, community resources for families in need, family literacy nights, family art nights, family fun nights, college/career days and nights, digital safety & citizenship, family math night, reading for success, financial aid workshops for foster parents in collaboration with Citrus College, social emotional learning, mindfulness, etc.).
Counselors have provided workshops for seniors at the high school such as College Applications 101, college fair, financial aid night, junior night, and college admission informational nights. In addition, we held a FAFSA night for parents/ caregivers of students experiencing homelessness.

A series of virtual workshops was held for families on consecutive Wednesdays at the beginning of September which focused on helping parents navigate District learning tools as well as ways to support students using the new student information system, Aeries.

During fall 2025, the District held a series of workshops designed to empower and inform families about the latest in technology and digital tools. A workshop on identifying and addressing substance abuse was held in the spring 2026; a workshop on suicide prevention was offered in spring 2026; our community partner Tri-City mental health continues to provide monthly opportunities for community educational partners on suicide prevention, along with opportunities to attend virtual wellness webinars and serve on Tri-City's various diversity councils on mental health and wellness.

A Back-to-School Resource Roundup parent presentation was held in August 2025 to discuss attendance, how to log on to the student information system and to share community resources with families.

A workshop, "Relationships that Matter: 5 Keys to Helping Your Child Succeed," was offered in Spanish in the spring of 2026; and, in an ongoing effort to continue supporting literacy in the home, the District is currently hosting a book club in Spanish featuring the book You are Not Alone: Recipes for Success by Parents for Parents, Edited by Dr. Lettie Ramirez and will feature a new book in the spring of 2026.

In the spring of 2026, the District continued to host a variety of workshops on topics of mental health, reducing stigma, college awareness, supporting school transitions, and de-escalation strategies for parents.

Workshop opportunities for foster/resource parents were available in collaboration with Citrus College and other community partners in the fall of 2025 with ongoing opportunities in the spring of 2026. Topics included financial aid, college awareness, understanding grief and loss in foster care, and guardian self-care. Resources dedicated to Foster Youth and McKinney Vento families are posted on our District website.

Although CUSD has so much to celebrate and be proud of, we must be diligent in our focus on the following schools and student groups that have been identified as performing at the lowest performance level in one or more state indicators on the 2023 Dashboard, and listed are the actions underway to address these areas:
Foster Youth (chronic absenteeism and suspension rate) – actions 2.14, 2.15, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 3.5, 3.24, 3.25, 3.26
Homeless (suspension rate, ELA and mathematics) – actions 1.6, 1.30, 1.32, 1.33, 1.34, 2.22, 2.23, 2.24, 2.25, 2.27, 2.28, 3.24, 3.25, and 3.26
Students with Disabilities (mathematics) – actions 1.6, 1.30, 1.32, 1.34,1.37, 2.31, 2.33, and 3.19

There are no CUSD schools that performed at the lowest performance level overall on any of the state indicators on the 2023 Dashboard; however, we do have some schools that had student groups perform at the lowest performance level on one of more state indicator:
Condit Elementary: Students with Disabilities (ELA) - actions 1.6, 1.30, 1.32, 1.34, 1.37, 2.31, 2.33, and 3.19
Mountain View Elementary: Two or More Races (suspension rate) – actions 2.22, 2.23, 2.25, 2.27, and 2.28
Oakmont Outdoor School: Students with Disabilities (ELA and mathematics) - actions 1.6, 1.30,1.32, 1.34, 1.37, 2.31, 2.33, and 3.19
Sumner Elementary: Homeless Youth and Socioeconomically Disadvantaged (suspension rate) - actions 2.22, 2.23, 2.25, 2.27, 2.28, 3.24, 3.25, and 3.26
El Roble Intermediate School: English Learners (mathematics) and Students with Disabilities (suspension rate) - actions 1.6, 1.30, 1.34, 1.36, 1.39, 1.42, 1.43, 1.45, 1.49, 2.22, 2.23, 2.24, 2.25, and 2.27

Below are student groups that were identified as performing at the lowest performance level in one or more state indicators districtwide on the 2024 Dashboard, and listed are the actions underway to address these areas:
Homeless (chronic absenteeism) – actions 2.14, 2.15, 3.24, 3.25, and 3.26
Long-Term English Learners (English learner progress) – actions 1.6, 1.30, 1.34, 1.39, 1.43, 1.45, 1.46, 1.47, and 1.49

Below are student groups that have been identified as performing at the lowest performance level in one or more state indicators districtwide on the 2025 Dashboard, and listed are the actions underway to address these areas:
Foster Youth (chronic absenteeism and Suspension Rate) – actions 2.14, 2.15, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 3.5, 3.24, 3.25, 3.26
Long-Term English Learners (Suspension Rate, Mathematics and Science) – actions 1.6, 1.30, 1.34, 1.39, 1.43, 1.45, 1.46, 1.47,1.49, 2.22, 2.23, 2.24, 2.25, 2.27, and 2.28

Our two Dashboard Alternative Schools (San Antonio High School and Danbury Elementary School) and Mountain View Elementary are the only CUSD school that performed at the lowest performance level overall on the 2025 Dashboard, and that was in suspensions (San Antonio High School), chronic absenteeism (Danbury Elementary School), and English Learner Progress (Mountain View Elementary). Below are the actions that support these needs:
San Antonio High School (suspensions): actions 2.22, 2.23, 2.25, 2.27, 2.28, 2.35
Danbury Elementary School (chronic absenteeism rate, specifically for SWDs) - actions 2.14, 2.15, 2.31, 2.33, 2.34, and 3.19

Mountain View Elementary (English Learner Progress): actions 1.6, 1.30, 1.32, 1.33, 1.34, 1.39, 1.43, 1.45, 1.46, 1.47, and 1.48

There were no other CUSD schools that performed at the lowest performance level overall on any of the 2025 state indicators; however, we do have some schools that had student groups perform at the lowest performance level on one of more state indicator:
Oakmont Outdoor School: Hispanic (chronic absenteeism) - 2.14 and 2.15
Sumner Elementary: Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic/Latino students (chronic absenteeism rate) - actions 2.14, 2.15, 2.20, 2.34, 2.53, 3.24, 3.25, and 3.26
El Roble Intermediate School: Long-Term English Learner (mathematics) -actions 1.6, 1.30, 1.34, 1.39, 1.42, 1.43, 1.45, 1.46, 1.47, and 1.49
Claremont High School: Long-Term English Learners (English learner progress) and Students with Disabilities (ELA and mathematics) - actions 1.6, 1.30, 1.34, 1.37, 1.39, 1.40, 1.43, 1.45, 1.46, 1.47, 1.49, 1.55, 2.31, 2.33, and 3.19

Learning Recovery and Emergency Block Grant
Claremont Unified School District will have unexpended LREBG funds for 2026-2027 school year. 2026-2027 LREBG funded action may be found in Goal 1, Actions 6.

The CUSD needs assessment that was conducted when the funds were originally received substantiated findings on the 2023, 2024, and 2025 Dashboard related to academic achievement. A review of both state and local data indicated a need for academic intervention and coaching. Long-Term ELs are scoring at the red level and ELs and Students with Disabilities are scoring at the orange level in mathematics and ELA. Additionally, Black/AA students are performing at the orange level on the mathematics indicator, and Homeless students are scoring at the orange level on the College/Career indicator. Therefore, CUSD plans to have MTSS intervention teachers funded out of LCFF Supplemental funds (formerly funded out of LREBG funds) and a secondary TOSA funded out of the remaining LREBG funds. Elementary MTSS intervention teachers will provide direct intervention to at-promise students on the elementary school sites. The secondary TOSA will provide coaching and professional development to secondary teachers on data analysis, effective teaching strategies, the 2023 Mathematics Framework and the ELA/ELD Framework. These actions align to allowable uses of funds in the areas of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: tutoring or other one-on-one or small group learning supports provided by certificated or classified staff as well as providing professional development and coaching on the 2023 Mathematics Framework for California Public Schools and the ELA/ELD Framework.

The 2026-2027 school year will be the third year of these actions in the LCAP. All LREBG funds will be expended by the end of the 2026-2027 school year.

Reflections: Technical Assistance

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

Based on a review of student group and/or local indicator performance on the 2023 and 2025 Dashboard indicators, CUSD had met the criteria to receive differentiated assistance in the following areas:
Foster Youth - Pupil Engagement and School Climate due to chronic absenteeism and suspension rates (2023 and 2025)
Homeless Youth - Pupil Achievement and School Climate due to CAASPP scores and suspension rate (2023 only)
Based on the 2024 Dashboard, CUSD was able to exit Differentiated Assistance; however, 2025 Dashboard data has placed CUSD back into Differentiated Assistance to refocus on Foster Youth students.

In 2025, the chronic absenteeism rate for foster youth went from 26.7% (orange) to 43.8% (red which was an increase of 17.1%. The district continues to use its internal program, A2A, to monitor absences, hold meetings with parents, SART meetings, and go to SARB if necessary as well as utilize engagement strategies to ensure students want to come to school. Administrators are being held accountable for the monitoring of these numbers, specifically Foster Youth, and ensuring that there is effective communication with families. In addition, our Director of Communications has developed and implemented an attendance campaign districtwide to communicate the importance of school attendance. These are reflective in actions 2.14, 2.15, 3.5, 3.25 and 3.26. In 2024, the chronic absenteeism rate for foster youth went from 42.9 (red) to 26.7% (orange) which was a decrease of 16.2%.

According to the 2025 Dashboard, CUSD has a low suspension rate of 1.8% which is a decline of .5%. However, our Foster Youth suspension rate increased 19.3% from 6.5% (yellow) to 25.8% (red) in 2025. Additionally, our Homeless Youth suspension rate decreased 2.7% from 7% (yellow) to 4.3% (green) in 2025.

According to the 2024 Dashboard, CUSD had a low suspension rate of 2.3% which was 1.2% lower than the state suspension rate. Our Foster Youth suspension rate decreased 9.1% from 15.6% (red) to 6.5% (yellow) in 2024. Additionally, our Homeless Youth suspension rate decreased2% from 9% (red) to 7% (yellow) in 2024.

We will continue to implement Culturally Responsive Teaching and Restorative Practices districtwide to address disparities (action 2.22). We have a strong MTSS structure to support student behavior (action 2.23) and the Assistant Superintendent of Student Services is always working with sites to ensure that we are looking at alternatives to suspension (action 2.25). In addition, the Sr. Liaison of Youth and Family Services and the Liaison of Youth and Family Services, provide additional direct support to our Foster and Homeless Youth (action 3.25 and 3.26). We have begun to use a foster youth screening form for new families and at re-enrollment to promptly identify support systems in place or needed such as counseling, transportation, CSW information and appropriate class placement. Internally, CUSD developed a flowchart to ensure the appropriate staff and personnel are aware of timely scheduling of notifications, i.e. 30-day IEP, notification of AB 167/216 graduation requirements, etc. We will continue to make home visits, especially to ensure that our families have safe housing. There will be continued monthly or weekly check-ins as needed for students at our secondary schools. CUSD has also developed a Foster Youth Parent Advisory Committee (action 3.5). We will expand and coordinate services to support students who are experiencing homelessness or are in foster care (action 3.24). We implemented Panther Ambassadors as an elective course designed to develop leadership skills and promote a positive school culture and climate among Foster Youth, Low-Income, and students experiencing homelessness at the middle school (action 2.24). Additionally, we will continue the BCBAs and Registered Behavior Technicians (RBTs) to support students and staff with behavior plans and behavior modifications (actions2.27 and 2.28). These actions will also support foster and homeless youth in the areas of English language arts and mathematics.

According to the 2023 Dashboard, CUSD English Language Arts performance level was high at 22 points above standard. The following student groups fell in the lower performance level: Red - Homeless (75.9 pts. below); Orange - African American (27.9 pts. below), English Learners (42.6 pts. below), Socioeconomically Disadvantaged (12.3 pts. below), and Students with Disabilities (67.2 pts. below); and Yellow - Hispanic (4.9 pts. below). For our Foster Youth student group, there were less than 11 students, so no data was displayed. We will continue to use our elementary intervention teachers to provide targeted intervention as well as instructional coaches and TOSAs (actions 1.6 and 1.33). In addition, CUSD will continue to provide additional professional development to our Education Specialists and paraprofessionals who work with our Special Education students on the CA State Standards and work with families on how to support their students' academic progress at home.

According to the 2023 Dashboard, CUSD Mathematics performance level was in the green performance level. However, Students with Disabilities 102.3 pts. below standard) and Homeless (100.5 pts. below standard) were in the Red performance level. Additionally, the following groups also fell in lower performing levels: Orange - African American (72 pts. below); and Yellow - English Learners (42.6 pts. below), Hispanic (43.8 pts. below), and Socioeconomically Disadvantaged (12.3 pts. below). As above, for our Foster Youth student group, there were less than 11 students, so no data was displayed. We will continue to use our elementary intervention teachers to provide much needed intervention as well as instructional coaches (actions 1.6 and 1.33).

Analysis of district K-6 iReady assessments from the 2023-2024 school year found an increase in the number of students scoring Early On Grade Level and Mid or Above on Grade Level in reading from 41% in the beginning of the year to 65% at the end of the year. In the comparison of demographic groups, the percentage of Low-Income students who tested Early On Grade Level and Mid or Above Grade in reading at the end of year was 52% compared to 73% for students who are not Low Income. Additionally, English Learners scoring at their grade level in reading at the end of the year was 25% compared to 69% for students who are not English Learners. In Math, the percentage of students scoring Early On Grade Level and Mid or Above on Grade Level increased from 25% in the beginning of the year to 60% at the end of the year. In the comparison of demographic groups, the percentage of Low-Income students who tested Early On Grade Level and Mid or Above Grade in math at the end of year was 45% compared to 68% for students who are not Low Income. Additionally, English Learners scoring at their grade level in math at the end of the year was 21% compared to 63% for students who are not English Learners.

STAR Reading and STAR Math were district assessments administered to students in grades 7 and 8 during the 2023-2024 school year. According to research correlating STAR scores with passing CAASPP scores, the number of 7th and 8th graders who had math STAR scores that correlated to meeting standards on CAASPP was 32% in the fall and 44% in the spring. The number of 7th and 8th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 54% in the fall and 60% in the spring.

STAR Reading was a district assessment administered to students in grades 9 through 12 during the 2023-2024 school year. According to research correlating STAR scores with passing CAASPP scores, the number of 11th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 75% in both the fall and spring.

Our 2026 Summer School program will offer intervention in ELA and Math. At the high school level, there will be Credit Recovery courses in Math, Science, ELA, and Social Science. At the elementary level, small group reading instruction and English Learner support classes will be offered. During the 2026-2027 school year, we will offer ELA and Math support classes, after-school tutoring sessions, and credit recovery courses offered both during the school day and after school hours to support our students, this includes synchronous and asynchronous online courses.

In addition, the district continues to make English learner performance a focus in the LCAP as well as LTELs. The DELAC carefully examines the program, curriculum, and district Master Plan. We will continue training teachers in Thinking Maps - A Path to Proficiency for English learners. The district is also focused on addressing the continued learning loss experienced by students during the COVID-19 shutdown by expanding opportunities before and after school and offering summer school for students to recover credits and relearn concepts.

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.

Claremont Unified School District does not have any schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

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

Claremont Unified School District does not have any schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

Claremont Unified School District does not have any schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

All educational partners	Members of the Claremont Unified School District community were actively involved and consulted in the Local Control Accountability Plan (LCAP) process. Educational Partners reviewed district data for the eight state priority areas and achievement data for unduplicated student counts as well as numerically significant student groups. Parents, community members, pupils, and bargaining units assisting our English learners, Foster Youth, and Low-Income Students were involved in the process. The process focused on reviewing data to determine student and educational partner needs. Educational Partners and advisory council members reviewed the following data: survey data, student demographics, student achievement, basic services, implementation of California Standards, student engagement, school climate, course access, and other student outcomes. Additional information regarding district data reviewed during the LCAP process can be accessed via the District's LCAP webpage using the link below. All Educational Partners feedback, communication, and suggestions were recorded and categorized in charts. Educational Partners input was reviewed and discussed with DELAC, DPAC, LCAP Advisory Council, Equity Advisory Council, and the Superintendents High School Advisory Council. The Superintendent's Designee responded to emails in writing regarding questions or comments from all of these meetings. Due to the level of engagement and participation of the committee members, there were very few questions, comments or concerns regarding the developed Local Control Accountability Plan. Copies of district presentations and data charts can be found on the district's webpage using this link (https://www.cusd.claremont.edu/page/lcff-lcap). In order to solicit input from all Educational Partners, several forums were utilized: - LCAP Educational Partners surveys (classified and certificated staff, students, and parents) with 6,200 responses - Board Study Sessions and Presentations - Student Focus Group Meeting (SHAC) -Parsec Real to Engaging Educational Partners - K-12 Administrator Meetings - School Site Council Meetings (parents, certificated staff, classified staff, administrators, and students for Grades 7-12) - Certificated Staff Professional Learning Communities (PLC) Meetings - Public Hearing Timeline: The following is a timeline of activities: November 2025 - Drafted a proposed timeline and process January 2026 – LCAP Committee and Parent Advisory Committee Confirmation/Organization January 15, 2026 - Board Study Session - Reviewed LCAP progress to date and provided direction for amendments/additions January/February 2026 – LCAP Educational Partners Survey (certificated and classified staff, students, and parents) February/March 2026 – Students participated in Parsec Reals to provide feedback March 4, 2026 – District English Learner Advisory Council Presentation/Meeting - Shared overview of LCAP process; Reviewed data on local performance indicators; Discussed strengths and challenges for the 8 State Priorities - Provided direction for Year 3 of the 2024-2027 LCAP based on emerging themes March 4, 2026 - Superintendent's High School Advisory Council (SHAC) -Discussed CUSD's The Commitment Focus Areas and the strengths and challenges; Reviewed LCAP Student Survey Data; Provided direction for Year 3 of the 2024-2027 LCAP based on emerging themes March 24, 2026 – District Parent Advisory Committee Meeting - Shared overview of LCAP process; Reviewed data on local performance indicators; Discussed strengths and challenges for the 8 State Priorities - Provided direction for Year 3 of the 2024-2027 LCAP based on emerging themes March 25, 2026 - LCAP Advisory Council Presentation/Meeting - Shared overview of LCAP process; Reviewed data on local performance indicators; Discussed strengths and challenges for the 8 State Priorities - Provided direction for Year 3 of the 2024-2027 LCAP based on emerging themes March 26, 2026 - District Equity Advisory Council

	- Shared overview of LCAP process; Reviewed data on local performance indicators; Discussed strengths and challenges for the 8 State Priorities - Provided direction for Year 3 of the 2024-2027 LCAP based on emerging themes April 2, 2026 - Board Meeting - Shared progress-to-date including survey data and emerging themes - Provided direction for Year 3 of the 2024-2027 LCAP based on emerging themes April 2 – May 22, 2026 – Educational Services Staff to draft updates based upon SHAC, DPAC, DELAC, EAC, LCAP Advisory Council, and Board input May 22, 2026: Draft LCAP was shared with LCAP Parent Advisory Committee, LCAP District Advisory Committee, DELAC, EAC and Governing Board along with an Executive Summary highlighting any changes and/or additions or deletions in the draft. Members of these committees were encouraged to provide additional feedback; May 22, 2026 - Reviewed LCAP drafts with Cabinet; posted LCAP draft on district website June 8-18, 2026: Notice of Public informing the public of the opportunity to submit written comments regarding the specific actions and expenditures in the LCAP were posted at all school sites, Claremont City Hall, Claremont Public Library, Claremont Post Office, and Alexander Hughes Community Center. June 12, 2026: Sent LCAP draft to the Governing Board with revisions based on educational partner & LACOE feedback June 18, 2026: Board Presentation and Public Hearing on LCAP and District Budget June 22, 2026: Board Action on the LCAP, Local Indicators and District Budget
Parents which includes: Parents of Students with Disabilities, Foster Youth, Homeless, Low Socio-economically Disadvantaged, English Learners, etc.	-LCAP Survey was administered in January/February 2026 -School Site Council Meetings were held District LCAP Parent Advisory Committee was held. - LCAP District Parent Advisory Committee consisted of: 17 parents with representatives from most school sites as well as parents representing Title I, non-Title I, English learners, Foster Youth, Students with Disabilities, and Child Development District Clinical Therapist for Foster Youth District Mental Health Coordinator Special Education Director Six site administrators (6 Principals) Five teachers 15 district office staff members (CUSD Superintendent; Assistant Superintendent of Educational Services; Asst. Supt. of Business Services; Asst. Supt. of Student Services; Asst. Supt. Of Human Resources; Director of Facilities, Maintenance, and Operations; Director of Communications; Director of Educational Services; Director of Intervention and English Learner Programs; Director of Educational Technology and Innovation; Sr. Liaison of Youth and Family Services; Admin. Secretary; Coordinator, Information Services; Information Services Specialist; and Data Analyst) Supervisor of Foster and Kinship Care Education, Citrus College Total Attendees: 46 Presentations and documents were shared with Educational Partners to communicate progress toward LCAP goals during the meetings listed in the involvement process section above. During the 2025-2026 school year, the annual update of Educational Partners process included the following: - Reviewed current year LCAP goals, actions, services, and planned expenditures - Provided detailed information on the District's status and progress in the implementation of every goal, action, and service - Reviewed district data (quantitative and qualitative metrics) - Provided informational resources to Educational Partners - Gathered input from all Educational Partners including LCAP Survey, DELAC, DPAC, EAC, and the LCAP Advisory Council

	- Posted information and updates on the District's LCAP webpage
Students	-LCAP Student Survey was administered to students in grades 4-12 in January/February 2026 -Superintendent's High School Advisory Council met five times -Students participated in Parsec Reals to deliver real time open-ended feedback Presentations and documents were shared with Educational Partners to communicate progress toward LCAP goals during the meetings listed in the involvement process section above. During the 2025-2026 school year, the annual update Educational Partners process included the following: - Reviewed current year LCAP goals, actions, services, and planned expenditures - Provided detailed information on the District's status and progress in the implementation of every goal, action, and service - Reviewed district data (quantitative and qualitative metrics) - Provided informational resources to Educational Partners - Gathered input from all Educational Partners including LCAP Survey, DELAC, DPAC, EAC, and the LCAP Advisory Council - Posted information and updates on the District's LCAP webpage
Staff and SELPA Representative: This includes teachers, principals, administrators, other school personnel and both bargaining units (CFA and CSEA).	-LCAP Staff Survey was administered in January/February 2026 -LCAP Advisory Council was held LCAP Advisory Council consisted of: Five certificated union representatives Two classified union representatives Three site administrators (3 Principals and 2 Asst. Principals) Director of SELPA, Special Education Five district office staff members:. Supt. of Business Services; Director, Intervention and English Learner Programs; Senior Liaison of Youth and Family Services) Total Attendees: 16 Presentations and documents were shared with Educational Partners to communicate progress toward LCAP goals during the meetings listed in the involvement process section above. During the 2025-2026 school year, the annual update Educational Partners process included the following: - Reviewed current year LCAP goals, actions, services, and planned expenditures - Provided detailed information on the District's status and progress in the implementation of every goal, action, and service - Reviewed district data (quantitative and qualitative metrics) - Provided informational resources to Educational Partners - Gathered input from all Educational Partners including LCAP Survey, DELAC, DPAC, EAC and the LCAP Advisory Council - Posted information and updates on the District's LCAP webpage
English Learner Families	-EL Surveys were administered to all families of English Learners -District English Learner Advisory Committee was held. District English Learner Advisory Committee consisted of: English learner site facilitators (9) Assist. Supt., Educational Services; Assist. Supt., Student Services; Director of Ed Services, Director of Intervention and English Learners; CUSD Parent Foster Youth and Homeless Liaisons (2) Three site administrators (3 Principals) EL Newcomer paraeducator Interpreters (Arabic, Mandarin, Spanish) 12 parents Total Attendees: 30 Presentations and documents were shared with Educational Partners to communicate progress toward LCAP goals during the meetings listed in the involvement process section above.

	During the 2025-2026 school year, the annual update Educational Partners process included the following: - Reviewed current year LCAP goals, actions, services, and planned expenditures - Provided detailed information on the District's status and progress in the implementation of every goal, action, and service - Reviewed district data (quantitative and qualitative metrics) - Provided informational resources to Educational Partners - Gathered input from all Educational Partners including LCAP Survey, DELAC, DPAC, EAC and the LCAP Advisory Council - Posted information and updates on the District's LCAP webpage
Board of Education	-A midyear update was given to the Board in January and February -An update of the engagement process and arising themes was reported to the Board in April 2026 -A presentation of the draft LCAP was presented to the Board in June 2026 -The Board of Education approved the LCAP on June 22, 2026
Foster Youth Advisory Council	The Foster Youth Advisory Council worked together to review and ammend actions in the LCAP that are specific to CUSD Foster Youth.
SELPA Representative	East San Gabriel Valley SELPA Director attended an LCAP Consulting meeting to support Claremont USD in achieving the goals, actions, and services identified in its LCAP. He collaborated with the Committee to ensure that SWDs are well represented in the LCAP and that the actions and services are aligned to the SELPAs annual assurances for support plan.
Equity Advisory Council: Parents, Staff, Community Members and Students	The Equity Advisory Council meeting was held This committee consisted of: Five Parents/ Community Members Five site administrators (5 Principals) Five teachers One student Five district staff members: Director, Intervention and English Learner Programs; Director, Special Education; Director, Nutrition Services; Senior Liaison of Youth and Family Services; Administrative Secretary Total Attendees: 21 Presentations and documents were shared with Educational Partners to communicate progress toward LCAP goals during the meetings listed in the involvement process section above. During the 2025-2026 school year, the annual update Educational Partners process included the following: - Reviewed current year LCAP goals, actions, services, and planned expenditures - Provided detailed information on the District's status and progress in the implementation of every goal, action, and service - Reviewed district data (quantitative and qualitative metrics) - Provided informational resources to Educational Partners - Gathered input from all Educational Partners including LCAP Survey, DELAC, DPAC, EAC and the LCAP Advisory Council - Posted information and updates on the District's LCAP webpage

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

Input from the community and Educational Partners groups yielded several emerging themes. There were numerous themes from the 2025-2026 process that continue to emerge from prior years. Below are the themes as well as the Educational Partner group from which they emerged:

Close achievement gaps (Parents/Community, Staff)
Increase support and services for foster youth, homeless students, English language learners, students with disabilities, Black and Hispanic students (Parents/Community, Staff)
•Curriculum Refinement and Academic Interventions (Parents/Community, Staff)
-Development of inquiry in math curriculum
-Need for tutoring services
-Continued development of early literacy programs
-Attention to science assessments and alignment to curriculum
•School Climate, Behavior, and Mental Health (Students, Staff, Parents/Community)
-Impact of behavior on the classroom environment
-Continued development of Alternatives to Suspension and Restorative Practices
-Continued support for mental health services and wellness centers
•Strategic Role of Arts and Extracurricular Activities
-Importance of school connectedness to support attendance rates
-Attention to equity in access to arts and extracurriculars
- Increase opportunities for project-based learning/real world connections (Students)
•Technology Use and the Impact of AI (Staff, Parents/Community)
-Attention to screen time
-Need for districtwide AI guidelines
•Staff Well-Being (Staff)
-Support for teacher well-being
-Need for planning time for educators
•Communication and Campus Safety (Staff, Parents/Community)
-Translation and accessibility for all families
-Safety on school campuses
•Provide professional development for certificated /classified staff (Students, Parents/Community, Staff)
•Increase food quality and choices (Students, Parents/Community)
•Continue to focus on chronic absenteeism (Parents/Community, Staff)
•Focus on bathroom safety and cleanliness (Students)
•Educators should understand the substantial workload from multiple classes, coupled with significant extracurriculars, sports, and personal lives (Students)
•Students often feel overwhelmed and stressed, advocating for less busy work, more flexible deadlines, and teaching methods that acknowledge diverse learning styles and mental well-being (Students)
•More empathy and respect (Students)

All actions and services in the LCAP were influenced by educational partner engagement and the themes that emerged.

Goals and Actions

Goal

Goal #	Description	Type of Goal

1	CUSD maintains a relentless focus on achieving excellence. We expect all students to sustain and build upon academic achievement on their journey to college and career readiness. We are committed to engaging each student in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology. Additionally, we provide students with opportunities for enrichment to expand their educational experience and an instructional program that promotes lifelong habits of inquiry and innovation.	Broad Goal

State priorities addressed by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

This goal is a result of the extensive educational partner engagement that was completed through the development of The CUSD Commitment and supported by feedback provided by educational partners through LCAP surveys, meetings, and data. On the CA School Dashboard, CUSD is green in both ELA and math, and there are still achievement gaps in our student groups.
Approximately 90% of staff, both certificated and classified, felt comfortable in implementing the California State Standards. Feedback from parents shows that 85% felt that our schools provide students with a strong foundation for their future college and/or careers. Student feedback at the secondary level found that 78% believed that their school was preparing them for their future college and/or career. Additionally, the Equity Advisory Council has identified needs in the areas of Academic Achievement and Professional Development. These needs will continue to be addressed through the newly developed Equity Action Plan. This, along with focus group and other pertinent data, indicated a need for this goal.

Measuring and Reporting Results

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

1	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 84% of certificated and classified staff rate themselves as very comfortable/comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching?" After removing responders that marked "not applicable," the percentage rose to 99%.	Based upon the January/February 2025 LCAP Staff Survey, 81% of certificated and classified staff rate themselves as very comfortable/comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching?" After removing responders that marked "not applicable," the percentage rose to 98%.	Based upon the January/February 2026 LCAP Staff Survey, 82% of certificated and classified staff rate themselves as very comfortable/comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching?" After removing responders that marked "not applicable," the percentage rose to 98%.	By the end of the 2026-2027 school year, 90% of certificated and classified staff will rate themselves as very comfortable/ comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching?"	Current difference from baseline is a decrease of 2%.
2	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 70% of parents either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Based upon the January/February 2025 LCAP Parent and Community Survey, 75% of parents either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Based upon the January/February 2026 LCAP Parent and Community Survey, 76% of parents either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards."	By the end of the 2026-2027 school year, the percentage of parents who respond that they either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards" will increase to 75%.	Current difference from baseline is +6%.

3	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 91% of certificated staff either strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	Based upon the January/February 2025 LCAP Staff Survey, 87% of certificated staff either strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	Based upon the January/February 2026 LCAP Staff Survey, 78% of certificated staff either strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	By the end of the 2026-2027 school year, the percent of certificated staff who strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching" will be maintained at a minimum of 90%.	Current difference from baseline is a decrease of 13%.
4	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 95% of certificated staff either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	Based upon the January/February 2025 LCAP Staff Survey, 92% of certificated staff either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	Based upon the January/February 2026 LCAP Staff Survey, 84% of certificated staff either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	By the end of the 2026-2027 school year, a minimum of 95% of certificated staff with either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	Current difference from baseline is a decrease of 11%.
5	District Benchmark and Diagnostic Progress Monitoring Data	Based on the May 2024 administration of Spring iReady Benchmark (Grades K-6), 65% of elementary students scored at or above grade level in Reading and 60% in Mathematics.	Based on the May 2025 administration of Spring iReady Benchmark (Grades K-6),65% of elementary students scored at or above grade level in Reading and 62% in Mathematics.	Based on the May 2026 administration of Spring iReady Benchmark (Grades K-6), 65% of elementary students scored at or above grade level in Reading and 61% in Mathematics. Based on the May 2026	By the end of the 2026-2027 school year, the percentage of students scoring in their grade level band on the iReady assessment or equivalent in Reading and Math will increase by 10% at both the elementary and secondary levels Districtwide	Current difference from baseline is as follows: Spring i-Ready Benchmark overall scores: 0% change in reading and +1% in math Spring i-Ready Benchmark scores for low-income students: 0% change in reading and +3% in math Spring i-Ready Benchmark scores

		2023-2024 STAR assessment (Grade 7-8) - 44% proficient in ELA and 60% in Math 2023-2024 STAR assessment (Grade 9-12) - 70.6% proficient in ELA; the high school does not have STAR math Spring iReady Benchmark (Grades K-6) Low Income: 52% at or above grade level in ELA; 45% at or above grade level in math English Learners: 25% at or above grade level in ELA; 21% at or above grade level in math Spring STAR Reading meeting or exceeding standards Grades 7-8: SED – 47.8%; EL – 0%; FY – 50% (3 kids) Grades 9-12: SED – 63.1%; EL – 0%; FY – 50% (4 kids) Spring STAR Math meeting or exceeding standards: Grades 7-8: SED – 30.43%; EL – 8.57%; FY – 33.33 (2 kids) Grades 9-12 - no data for grades 9-12	2024-2025 STAR assessment (Grade 7-8) - 81% proficient in ELA and 72% in Math 2024-2025 STAR assessment (Grade 9-12) - 82% proficient in ELA; the high school does not have STAR math Spring iReady Benchmark (Grades K-6) Low Income: 56% at or above grade level in ELA; 52% at or above grade level in math English Learners: 27% at or above grade level in ELA; 23% at or above grade level in math Foster Youth (6 kids): 17% at or above grade level in ELA; 17% at or above grade level in math Spring STAR Reading meeting or exceeding standards Grades 7-8: SED – 73%; EL – 27%; FY – 50% (2 kids) Grades 9-12: SED – 77%; EL – 37%; FY – 50% (3 kids) Spring STAR Math meeting or exceeding standards: Grades 7-8: SED – 64%; EL – 43%; FY – 100% (2 kids) Grades 9-12 - no data for grades 9-12	STAR assessment (Grade 7-8)- 62% proficient in ELA and 46% in Math. Based on the May 2026 STAR assessment (Grade 9-12) - 71% proficient in ELA; the high school does not have STAR math Spring iReady Benchmark (Grades K-6) Low Income: 52% at or above grade level in ELA; 48% at or above grade level in math English Learners: 29% at or above grade level in ELA; 26% at or above grade level in math Foster Youth n/a (no students) Spring STAR Reading meeting or exceeding standards Grades 7-8: SED – 42%; EL – 6%; FY – n/a (no students) Grades 9-12: SED – 61%; EL – 18%; FY – 100% (1 student) Spring STAR Math meeting or exceeding standards: Grades 7-8: SED – 30%; EL – 25%; FY – n/a (no students) Grades 9-12 - no data for grades 9-12	as well as unduplicated subgroups.	for English Learner students: +4% change in reading and +5% in math Spring STAR overall students meeting or exceeding standards (Grades 7-8): +18% in reading and -14% in math Spring STAR Reading in grades 7-8: SED -5.8%, English Learner +6%, Foster Youth - no students Spring STAR Math in grades 7-8: SED - 0.43%, English Learner +16.43%, Foster Youth - no students Spring STAR Reading overall students meeting or exceeding standards (Grades 9-12): +0.4% in reading Spring STAR Reading in grades 9-12: SED -2.1%, English Learner +18%, Foster Youth +50%

6	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, Districtwide mastery of the standards was 60.5% in ELA and 48.5% in Math.	Based upon the results of the 2024 CAASPP, Districtwide mastery of the standards was 60.4% in ELA and 52.8% in Math.	Based upon the results of the 2025 CAASPP, Districtwide mastery of the standards was 64.0% in ELA and 54.2% in Math.	By the end of the 2026-2027 school year, the Districtwide mastery of standards will increase to 70% in ELA and 55% in Math.	Current difference from baseline is +3.5% in ELA and +5.7% in math.
7	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, SED mastery of the standards was 47.3% in ELA and 35.0% in Math.	Based upon the results of the 2024 CAASPP, SED mastery of the standards was 50.0% in ELA and 41.3% in Math.	Based upon the results of the 2025 CAASPP, SED mastery of the standards was 52.8% in ELA and 42.5% in Math.	By the end of the 2026-2027 school year, the SED mastery of standards in ELA and Math as measured by the CAASPP in ELA and Math will increase from 47.3% to 55% in ELA and from 35% to 45% in Math.	Current difference from baseline is +5.5% in ELA and +7.5% in math.
8	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, the English learners' mastery of the standards was 16.6% in ELA and 19.9% in Math.	Based upon the results of the 2024 CAASPP, the English learners' mastery of the standards was 7.9% in ELA and 13.0% in Math.	Based upon the results of the 2025 CAASPP, the English learners' mastery of the standards was 10.2% in ELA and 12.0% in Math	By the end of the 2026-2027 school year, the EL mastery of standards in ELA will increase to 25% and 30% in Math as measured by the CAASPP.	Current difference from baseline is a decrease of 6.4% in ELA and a decrease of 7.9% in math.
9	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, the Foster Youth mastery of the standards was 17.0% in ELA and 17.0% in Math. Only six students in this subgroup took the CAASPP.	Based upon the results of the 2024 CAASPP, the Foster Youth mastery of the standards was 61.5% in ELA and 30.8% in Math. Only 13 students in this subgroup took the CAASPP.	Based upon the results of the 2025 CAASPP, the Foster Youth mastery of the standards was 0% in ELA and 0% in Math. Only 3 students in this student group took the CAASPP.	By the end of the 2026-2027 school year, the FY mastery of standards in ELA and Math as measured by the CAASPP will be 25% in ELA and 25% in Math, if this group is large enough to receive a performance level. If this is not possible, at least two students will meet or exceed standards in either ELA or Math.	Current difference from baseline is -17% in ELA and -17% in math.
10	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, Homeless Youth mastery of the standards was 21.6% in ELA and 16.9% in Math.	Based upon the results of the 2024 CAASPP, Homeless Youth mastery of the standards was 27.6% in ELA and 17.0% in Math.	Based upon the results of the 2025 CAASPP, Homeless Youth mastery of the standards was 26.3% in ELA and 22.0% in Math.	By the end of the 2026-2027 school year, the Homeless Youth mastery of standards in ELA and Math as measured by the CAASPP in ELA and Math will increase from 21.6% to 31.6% in ELA and from 16.9% to 26.9% in Math.	Current difference from baseline is +4.7% in ELA and +5.1% in math.

11	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, the SPED mastery of the standards was 25.4% in ELA and 17.2% in Math. Only six students in this subgroup took the CAASPP.	Based upon the results of the 2024 CAASPP, the SPED mastery of the standards was 23.0% in ELA and 22.8% in Math.	Based upon the results of the 2025 CAASPP, the SPED mastery of the standards was 28.4% in ELA and 21.0% in Math.	By the end of the 2026-2027 school year, the SPED mastery of standards in ELA and Math as measured by the CAASPP in ELA and Math will increase from 25.4% to 35.4% in ELA and from 17.2% to 27.2% in Math.	Current difference from baseline is + 3% in ELA and an increase of 3.8% in math.
12	Grade 11 ELA/Math California Assessment of Student Performance and Progress (CAASPP) data for EAP	Based upon the results of the 2023 CAASPP for 11th grade, the percentage of students meeting or exceeding standards was 66.1% in ELA and 39.2% in Math.	Based upon the results of the 2024 CAASPP for 11th grade, the percentage of students meeting or exceeding standards was 69.8% in ELA and 44.4% in Math.	Based upon the results of the 2025 CAASPP for 11th grade, the percentage of students meeting or exceeding standards was 74.0% in ELA and 52.4% in Math.	After the administration of the 2027 CAASPP in ELA and Math for Grade 11 students, the percentage of Grade 11 students meeting or exceeding standards schoolwide in English language arts will increase to 76% and 50% in Math.	Current difference from baseline is +7.9% in ELA and +13.2% in math.
13	California Science Test (CAST)	Based upon the results of the 2023 spring CAST, districtwide mastery of standards was 44.4% in science.	Based upon the results of the 2024 spring CAST, Districtwide mastery of standards was 43.4% in science.	Based upon the results of the 2025 spring CAST, Districtwide mastery of standards was 51.2% in science.	By the end of the 2026-2027 school year, the Districtwide mastery of standards will increase to 50% in science.	Current difference from baseline is +6.8%.
14	English Learner Reclassification data	8% of ELs were reclassified during the 2022-23 school year.	5.88% of ELs were reclassified during the 2023-24 school year.	18.5% of ELs were reclassified during the 2024-25 school year.	By the end of the 2026-2027 school year, the English Learner Reclassification Rate will increase to 25%.	Current difference from baseline is +10.5%.
15	ELPAC data	Based upon the CA School Dashboard published in fall 2023, 50% of English Learner students progressed at least one ELPI level and 3.4% maintained a level of 4.	Based upon the CA School Dashboard published in fall 2024, 43.1% of English learner students progressed at least one ELPI level and 4.4% maintained a level of 4.	Based upon the CA School Dashboard published in fall 2025, 53.6% of English learner students progressed at least one ELPI level and 0.4% maintained a level of 4.	For the Fall 2027 California Dashboard, the percent of English Learner students progressing at least one ELPI level will increase to 55% and the percent of English Learner students maintaining an ELPI level of 4 will increase to 8%.	Current difference from baseline is +3.6% of English learner students progressed at least one ELPI level and a decrease of 3% maintained a level of 4.
16	Seal of Biliteracy data	In the Spring of 2023, 111 students received the Seal of Biliteracy.	In the spring of 2024, 117 students received the Seal of Biliteracy.	In the spring of 2025, 146 students received the Seal of Biliteracy.	By the end of the 2026-2027 school year, the number of students eligible for the State Seal of Biliteracy will increase to a minimum of 115.	Current difference from baseline is +35 students.

17	UC/CSU A-G Course Completion	Based upon the 2023 Dashboard Additional Reports & Data, 61.7% of graduating seniors completed the UC/CSU A-G requirements. SED was 46% ELs was 7.4% FY - 0% (8 students)	Based upon the 2024 Dashboard Additional Reports & Data, 62.5% of graduating seniors completed the UC/CSU A-G requirements. SED was 51.2%, ELs was 41.7%, FY was 14.3% (7 students).	Based upon the 2025 Dashboard Additional Reports & Data, 62.3% of graduating seniors completed the UC/CSU A-G requirements. SED was 50.8%, ELs was 38.7%, FY was 40% (2 out of 5 students).	By the end of the 2026-2027 school year, the number of graduating seniors as a cohort completing the UC/CSU A-G requirements will increase by 10% Districtwide as well as for unduplicated student groups.	Current difference from baseline is +.6% of graduating seniors completed the UC/CSU A-G requirements. SED was +4.8%, EL was +31.3%, and FY was +40%
18	Seal of Civic Engagement Data	In the spring of 2024, 134 students received the first Seal of Civic Engagement given out by CUSD.	NA	In the spring of 2025, 115 students received the Seal of Civic Engagement given out by CUSD.	By the end of the 2026-2027 school year, the number of students eligible for the Seal of Civic Engagement will increase to at least 150.	Current difference from baseline is -19 students.
19	CALPAD CTE Completer Data	In 2022-23, 13.1% of graduates (77 students) completed an approved Career Technical Education Pathway.	In 2023-24, 19.7% of graduates (121 students) completed an approved Career Technical Education Pathway.	In 2024-25, 26.4% of graduates (152 students) completed an approved Career Technical Education Pathway.	By the end of the 2026-2027 school year, the number of students completing an approved Career Technical Education Pathway will increase by 25%.	Current difference from baseline is an increase of 13.3% (75 students).
20	California School Dashboard	Based upon the Fall 2023 California School Dashboard College/Career Indicator (CCI), the percentage of students scoring at the "Prepared" level was 64.1% which is considered a high rating.	Based upon the Fall 2024 California School Dashboard College/Career Indicator (CCI), the percentage of students scoring at the "Prepared" level was 69.6% which is considered a high rating.	Based upon the Fall 2025 California School Dashboard College/Career Indicator (CCI), the percentage of students scoring at the "Prepared" level was 75.7% which is considered a high rating.	For the Fall 2027 California School Dashboard College/Career Indicator (CCI), the percentage of students scoring at the "Prepared" level will increase to 75%.	Current difference from baseline is +11.6%
21	CTE Pathway & UC/CSU A-G Completion	Based upon the 2023 Dashboard Additional Reports & Data, 10% of students completed both a CTE pathway and the UC/CSU A-G requirements.	Based upon the 2024 Dashboard Additional Reports & Data, 11.9% of students completed both a CTE pathway and the UC/CSU A-G requirements.	Based upon the 2025 Dashboard Additional Reports & Data, 17.7% of students completed both a CTE pathway and the UC/CSU A-G requirements.	By the end of the 2026-2027 school year, the percentage of students completing both a CTE pathway and the UC/CSU A-G requirements will increase to 15%.	Current difference from baseline is +7.7%.

22	AP Exam Data	In spring 2023, 693 AP exams were administered to 366 students Districtwide. Of the 366 students, 100 were SED and 0 were Foster Youth.	In spring 2024, 989 AP exams were administered to 466 students Districtwide. Of the 466 students, 114 were SED and 0 were Foster Youth.	In spring 2025, 1240 AP exams were administered to 498 students Districtwide. Of the 498 students, 154 were SED, and 0 were Foster Youth.	For the 2027 AP exam administration, the number of AP exams administered will increase to 725. There will be a 10% growth in SED and Foster Youth students taking AP exams.	Current difference from baseline is +547 exams administered: +54 SED students and 0 Foster Youth.
23	AP Exam Passing Rate Data	In spring 2023, 67.2% of students passed AP exams with a score of >3.	In spring 2024, 77.5% of students passed AP exams with a score of >3.	In spring 2025, 87.6% of students passed AP exams with a score of >3.	For the Spring 2027 AP exam administration, the percent of students passing AP exams with a score of 3 will increase to 77%.	Current difference from baseline is +20.4%.
24	IB Exam Data	In spring 2023, 360 IB exams were administered to 138 students. Of the 138 students, 35 were SED (0 Foster Youth).	In spring 2024, 303 IB exams were administered to 116 students. Of the 116 students, 31 were SED (0 Foster Youth).	In spring 2025, 291 IB exams were administered to 80 students. Of the 80 students, 26 were SED (0 Foster Youth or ELs).	For the 2027 Spring IB assessments, the number of IB exams administered will increase to 400. There will be a 10% growth in SED and Foster Youth students taking IB exams.	Current difference from baseline is a decrease of 69 tests administered: a decrease of 9 SED students and no change in FY.
25	IB Exam Passing Rate Data	In spring 2023, 70.6% of students passed IB exams with a score of >4.	In spring 2024, 76.2% of students passed IB exams with a score of >4.	In spring 2025, 75.8% of students passed IB exams with a score of >4.	For the Spring 2027 IB exam administration, the percent of students passing IB exams with a score of 4 will increase to 80%.	Current difference from baseline is +5.2%.
26	IB Exam Passing Rate Data	In spring 2023, 70.6% of CUSD students passed IB exams while 79% passed worldwide for a difference of 8.4%	In spring 2024, 76.2% of CUSD students passed IB exams while 80.1% passed worldwide for a difference of 3.9%.	In spring 2025, 76.2% of CUSD students passed IB exams while 81.3% passed worldwide.	For the Spring 2027 IB exam administration, the passing rate of students will surpass the worldwide average.	Current difference from baseline is a 5.6% gain towards the worldwide pass rate.

27	Master Schedule	During the 2023-2024 school year, the number of students enrolled in at least one AP or IB course was 753. Of these students, there are seven English learner students, 102 were Reclassified Fluent English Proficient (RFEP) students, 144 were socioeconomically disadvantaged students, and 10 special education students in AP courses. Currently, there is one English learner student, 58 Reclassified Fluent English Proficient (RFEP) students, 98 socioeconomically disadvantaged students, and 8 special education students in IB courses.	During the 2024-2025 school year, the number of students enrolled in at least one AP or IB course was 811. Of these students, there were 11 English Learners, 117 students who were Reclassified Fluent English Proficient (RFEP), 190 students who were socioeconomically disadvantaged, and 17 students who were special education in AP courses. Additionally, there were 2 English Learners, 60 students who were Reclassified Fluent English Proficient (RFEP), 90 students who were socioeconomically disadvantaged, and 7 special education students in IB courses.	As of Census Day (10/2025), the number of students enrolled in at least one AP or IB course was 792. Of these students, 8 were English learner students, 115 were Reclassified Fluent English Proficient (RFEP) students, 278 were socio-economically disadvantaged students, and 21 were special education students. There were 706 students enrolled in at least one AP course. Of these students, 6 were English Learners, 103 were Reclassified Fluent English Proficient (RFEP) students, 243 were socio-economically disadvantaged, and 17 were special education students. There were 342 students enrolled in at least one IB course. Of these students, 3 were English Learners, 50 were Reclassified Fluent English Proficient (RFEP) students, 122 were socio-economically disadvantaged, and seven were special education students.	By the end of the 2026-2027 school year, the number of total students as well as the number of English learner, RFEP, SED and SWD students enrolled in at least one AP or IB course will increase by 10%.	Current difference from baseline is +39 students enrolled in AP/IB. In AP classes, this included +1 English Learners, +13 students who were RFEP, +134 low-income students, and +11 students with disabilities. In IB classes, this included +2 English Learner, -8 students who were RFEP, +24 low-income students, and -1 student with disabilities.

28	SAT/ACT scores	Based upon the 2022-23 SAT exam administrations, the passing rate of students continues to surpass both the state and national averages. Based upon the 2022-23 ACT exam administrations, the student passing rate continues to surpass the national averages but not the state averages.	Based upon the 2023-24 SAT exam administrations, the passing rate of students continues to surpass both the state and national averages. Based upon the 2023-24 ACT exam administrations, the student passing rate continues to surpass the national averages but not the state averages.	Based upon the 2024-25 SAT exam administrations, the passing rate of students continues to surpass both the state and national averages. Based upon the 2024-25 ACT exam administrations, the student passing rate continues to surpass the national averages but not the state averages.	For the 2026-2027 SAT and ACT exam administrations, the passing rate of students will continue to surpass both the state and national averages.	Current difference from baseline is 0 (no changes).
29	Master Schedule	As of October 2023, 764 secondary students were enrolled in at least one Career Technical Education course.	As of October 2024, 673 secondary students were enrolled in at least one Career Technical Education course.	As of October 2025, 683 secondary students were enrolled in at least one Career Technical Education course.	By the end of the 2026-2027 school year, the number of secondary students enrolled in at least one Career Technical Education will increase by 10%.	Current difference from baseline is a decrease of 81 students.
30	International Baccalaureate Middle Years Programme Enrollment Data	For the 2023-24 school year, 771 students were enrolled in the IBMYP districtwide. SED: 190 students EL: 8 EL students Foster Youth: 6 students	For the 2024-25 school year, 799 students were enrolled in the IBMYP Districtwide. 228 students are SED, 25 are ELs, and 5 are Foster Youth.	As of October 2025, 871 students were enrolled in the IBMYP Districtwide. Of these students, 293 were SED, 26 were English learners, and one was a Foster Youth.	By the 2026-2027 school year, enrollment in the IBMYP program will increase by 10% Districtwide as well as for unduplicated students.	Current difference from baseline is an increase of 100 students: an increase of 103 SED students, an increase of 18 EL students, and a decrease of 5 FY student.

Goal Analysis for 2025-2026

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

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

The implementation of Goal 1 was carried out with fidelity, as all 55 planned actions were successfully implemented or adapted to meet the needs of CUSD. One substantive difference was in the area of professional development. Actions 3 and 45 resulted in less professional development than anticipated, as Thinking Maps training was postponed and EL training took place in-house. Additionally, Action 55 was to explore the hiring of a Special Education TOSA and the position was filled.

Strengths of this goal included a year-long focus on professional development to support data-driven decision-making teams, as noted in Action 9. Additionally, English learners demonstrated tremendous growth in reclassification rates as a result of Actions 43-49. CTE pathway completion was a focus of Actions 27, 28, and 29, with great results.

The biggest challenge in Goal 1 is the maintenance of a high number of exceptional programs. From CTE to AP to IB, and more, students have the opportunity to excel in numerous ways. With enrollment declining overall, strategic thinking is needed to support each individual program.

Overall, the implementation process has been successful, with a few adaptive changes that enhanced rather than hindered the original goal.

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 some actions with material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2: More money was spent on additional professional development.
Action 3: No money was spent on Thinking Maps training, as the training was postponed to 26-27.
Action 5: More money was spent to purchase materials for the replacement of curriculum and to support the International Baccalaureate Diploma Program.
Action 6: More money was spent on salaries due to a negotiated 1% raise.
Action 10: More money was spent as the quotes for the needed tools exceeded the original budget.
Action 24: More money was spent on supporting the Dual Language Immersion program due to additional professional development and lower class sizes in upper grades.
Action 25: More money was spent on sending teachers to AVID summer institute because the training landed in the 25-26 fiscal year, rather than the 26-27 fiscal year.
Action 33: More money was spent on salaries due to a negotiated 1% raise.
Action 36: Less money was spent as money was conserved, and supplemental materials were not purchased.
Action 37: More money was spent due to an increasing Special Education population.
Action 41: More money was spent on technology as additional data analysis software was purchased.
Action 45: Less money was spent as Kagan training was not held, and the training of English Learner facilitators was held in-house.
Action 49: More money was spent with the addition of a section allocation to support English learners.
Action 50: More money was spent on unforeseen technology needs and replacement materials.
Action 51: More money was spent as CUSD had a larger cohort of teachers participate in training, and AI Task Force training was not in the original budget.
Action 53: With an increase in LCFF Supplemental funding mid-year, we were able to utilize the additional funds to decrease some class sizes in intervention classes and at the elementary level.
Action 55: CUSD moved beyond the exploration of a TOSA for Special Education and the position was filled.

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

All 55 actions identified under Goal 1 have been fully implemented, with effectiveness results reflecting both significant progress and areas in need of continued support.

Teacher survey data indicated that Actions 1, 2, 8, and 12 effectively supported academic standards and curriculum, as the percentage of teachers who feel confident teaching standards with appropriate resources increased. However, despite this increased confidence, there was a decline in the percentage of teachers who feel they have adequate technology resources. This highlights the importance of continuing effective Actions 50 and 51 and ensuring staff receive the resources and support needed to adapt to technology changes.

Assessment, benchmarking, and standardized testing formed a core focus through Actions 3, 6, 9, 10, 33, 34, 35, 41, and 42. These actions effectively led to maintained performance in district benchmarks and increased overall performance on CAASPP statewide assessments. CAASPP results increased in ELA and math for socioeconomically disadvantaged students. Students with disabilities and English learners increased CAASPP ELA scores, while math scores decreased. Homeless youth increased CAASPP math scores, while ELA scores decreased. Foster youth saw decreases in both ELA and math. With overall progress, support for student groups will continue.

Equity-focused actions supporting socioeconomically disadvantaged students, English learners, foster and homeless youth, and students with disabilities (Actions 4, 5, 6, 7, 17, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 47, 52, 53, and 55) were among the most effective and impactful. These initiatives contributed to increased CAASPP scores in both ELA and math for socioeconomically disadvantaged students and reflected Claremont Unified's strategic success in addressing barriers for high-need learners. At the same time, CAASPP results for students with disabilities, English learners, and homeless youth were mixed between ELA and math. CAASPP results for foster youth showed a decline in both ELA and math, indicating that although implementation was strong, differentiation and individualized supports may need to be deepened for sustained impact. Chronic absenteeism rates, while being addressed by Action 7, also show a need to continue with the evolving English learner, Low-Income, and Foster Youth populations.

Language development and English Learner outcomes were the focus of Actions 11, 14, 24, 36, and 43-49. These actions were effective as measured by feedback from educational partners, students, and teachers, and outcome data reveal an increase in both English Learner reclassification and ELPAC progression rates. The district continues to make strides in providing language acquisition services and providing support systems for EL students.

College and career readiness actions, including 13, 14, 15, 16, 19, 22, 23, 25, 26, 27, 28, 29, and 38, effectively yielded strong outcomes across A–G completion, CTE pathways, and the College and Career Readiness Indicator, specifically for homeless and foster youth, English learners, socioeconomically disadvantaged students, and students with disabilities. These actions resulted in increased CTE completion and Dashboard indicators, reflecting students' improved preparation for post-secondary options.

Advanced coursework access and success were bolstered by Actions 18, 19, 21, and 54. There were notable gains in the number of low-income students and students with disabilities in at least one AP or IB course. Foster Youth numbers remained at zero due to the low number of students served. There was an increase in the number of AP exams taken, and in the pass rate for those exams. However, IB exam participation declined slightly overall. While SAT pass rates surpass state and national averages, ACT pass rates surpass national, but not state, averages, and IB pass rates do not surpass the global pass rate, suggesting these areas will benefit from more targeted promotion and support to expand student engagement and improve performance further.

Action 20, which supports enrollment in the International Baccalaureate Middle Years Programme (IBMYP), also demonstrated success, with enrollment increasing overall and for socioeconomically disadvantaged students and English learners. This year, fewer Foster Youth were enrolled, as the population is constantly evolving. This action reflects a strategic investment in early academic culture that appears to be influencing intermediate-grade engagement positively.

In conclusion, the district has demonstrated a strong commitment to implementing all 55 actions in Goal 1 with fidelity. Many have resulted in measurable improvements in student achievement, equity, and readiness. Substantial gains were noted for SED and English learners, as well as in CTE and college/career readiness outcomes. While the implementation was universally effective, outcomes for foster youth and students with disabilities suggest opportunities for continued growth. These findings will inform future strategic adjustments to further advance progress toward the goal.

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.

In year three of the current LCAP plan, no changes are being made to the planned goal or target outcomes.
Some changes to actions will be made as follows:
Action 2, 3, 18, 24, 33, 36, 44, 49, and 51: These actions were updated to include increased or improved services.
Actions 2, 4, 6, 7, 9, 10, 18, 25, 33, 34, 36, 39, 47, and 51: Due to a districtwide focus on supporting students with disabilities, specific wording to include unduplicated students with disabilities is being added to each action.
Action 6: This action was updated as it no longer includes direct services to students.
Action 20: The International Baccalaureate Primary Years Programme was added to this action.
Action 24: BCLAD credential support was added to this action.
Action 27: CUSD is expanding new career technical education pathways at the high school level. The action has been adjusted to include the Business/Marketing Pathway at San Antonio High School.
Action 28: CUSD is expanding new career technical education pathways at the intermediate level. The action has been adjusted to include the Stage Tech Pathway and Cisco Academy at El Roble Intermediate School.
Action 29: Sustaining the partnership between CUSD and Cisco has been added to this action.
Action 33: This action has been adjusted to reflect the revised MTSS teacher assignments at the elementary level and is no longer an LREBG action.
Action 37: Staff development to support IEP writing for special education teachers has been added to this action.
Action 40: The action has added the expansion of co-teaching, the focus on increasing A-G completion, and the addition of Unified sports for students with disabilities.
Action 49: This action was expanded to state that English learners will be grouped according to ELPAC level.
Action 55: This action has been expanded as CUSD continues to develop additional ways to support students with disabilities.
Action 56: This action was added to include articulation meetings for the Special Education department to support data-driven decision-making for students with disabilities.
Action 57: This action was added to include the Extended School Year program for students with disabilities.

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	Districtwide Initiatives	Commit with fidelity to districtwide initiatives that support the teaching of content area standards and curriculum. This includes a focus on mathematics in the classroom and a rollout of the new California Mathematics Framework as we gear up for a new mathematics curriculum adoption in the coming years.	$0.00	No
2	California Standards Aligned Staff Development	Provide California Standards aligned staff development on differentiating instruction and application of learned skills to real world experiences, especially for English learners, Low-Income students, and Foster Youth, including unduplicated students with disabilities.	$95,000.00	Yes
3	Thinking Maps Training	Teachers and administrators will utilize Thinking Maps, Write from the Beginning and Beyond, and Path to Proficiency with English learners (EL) and Low-Income Students. New teachers will receive training as needed.	$79,500.00	Yes

4	Staff Development and Supplies	Purchase staff development materials and supplies focused on improving academic achievement and services for English learners, Low-Income Students, and Foster Youth, including unduplicated students with disabilities.	$15,000.00	Yes
5	Instructional Materials	Purchase additional California Standards-aligned instructional materials to support instruction and close the achievement gaps.	$550,000.00	No
6	Teachers on Special Assignment	LREBG Action Support Teachers on Special Assignment (TOSAs) in providing professional development and instructional support to staff. Throughout the year, professional development, collaborative coaching, and instructional support will be provided to staff. Teachers will receive training on effective research-validated strategies to support Els, SED students, and Foster Youth, including unduplicated students with disabilities. Research has found that instructional coaching has a positive effect on teacher instruction and student achievement, with effect sizes of 0.49 and 0.18 standard deviations, respectively. Key Factors for Success: Effective coaching—often a component of TOSA roles—relies on sustained, personalized support, trust-building, and alignment with school goals . Professional Development: TOSAs facilitating job-embedded professional development can enhance teacher efficacy, especially when the support is ongoing and context-specific . Metrics being used to monitor the action: Metrics 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 and 1.11 LREBG Funds supporting this action: $146,460 for the 2026-2027 school year	$553,351.00	Yes
7	Arts and SEL Teacher on Special Assignment	Provide a 1.0 Arts TOSA to oversee the District Arts Plan and establish opportunities for innovative and authentic learning that support the California Standards including integration of Visual and Performing Arts (VAPA), and Science, Technology, Engineering, and Math (STEM) as well as Social and Emotional Learning (SEL). Throughout the year, this TOSA will provide professional development with a focus on arts integration, collaborative coaching, and instructional support designed to meet the unique needs of our ELs, SED students, and Foster Youth, including unduplicated students with disabilities.	$174,824.00	Yes
8	Professional Development Committee	The Professional Development Committee will provide input for supporting effective implementation of the California Standards and District professional programs and professional development.	$0.00	No
9	Collaboration and Vertical Articulation	Strategy 1.2 – Collaborate in Data-Driven Decision-Making Teams to determine viable curriculum, create common assessments, and analyze results to inform and modify instruction. Provide days for both elementary and secondary teacher collaboration and vertical articulation (grade level and department) to create instructional units, refine grading practices and analyze assessment data on the California Standards. This includes opportunities for articulation between staff members who support English learners, Low-Income Students, and Foster Youth, including unduplicated students with disabilities, to ensure smooth transitions between pre-school and TK, TK and kindergarten, Grades 6 and 7, and Grades 8 and 9. Training in Professional Learning Communities will be provided.	$90,000.00	Yes
10	Diagnostics and Progress Monitoring Tools	Diagnostics and progress monitoring tools, such as iReady at the elementary level and STAR at the secondary level, will be used to measure goals and actions for student achievement, as well as the monitoring of ELs, SED students, and Foster Youth, including unduplicated students with disabilities.	$130,000.00	Yes

11	Monitor ELs, LTELs, and RFEPs	District staff will monitor all ELs, Long-Term English Learners (LTELs), and Reclassified Fluent English Proficient students (RFEP) digitally using Ellevation. This program provides sites with immediate EL data along with the ability to print reports and record meetings in an efficient manner. District staff will monitor the progress of RFEPs for four years after their reclassification. Cross-cultural Language and Academic Development (CLAD) certified teachers will be assigned to monitor RFEPs on a quarterly basis for a period of four years.	$12,000.00	No
12	Ethnic Studies	Provide professional development for administrators and certificated staff to effectively implement an ethnic studies course in grades 9-12 as well as time for teachers to explore, identify, and recommend curriculum for adoption.	$16,000.00	No
13	Secondary School Plans for Student Achievement (SPSAs)	Secondary School Plans for Student Achievement (SPSAs) will report the percentage of students receiving “D” and “F” grades and develop appropriate actions.	$0.00	No
14	Equitable Grading Practices	Certificated teachers will continue work on exploring and implementing equitable grading practices throughout CUSD.	$0.00	No
15	Rigorous and Relevant Coursework	Prepare students to enter college and seek career opportunities upon graduation through access to rigorous and relevant coursework and real-world experiences.	$0.00	No
16	Equitable Access	Establish policies and procedures to ensure equitable access (including priority access, as appropriate) to academic supports (tutoring, summer school, extended learning time) and opportunities (AP and A-G enrollment, CTE participation) for Foster Youth and students experiencing homelessness.	$0.00	No
17	Policies and Practices	Develop, modify, and implement policies and practices to reduce disproportionate enrollment of Foster Youth and students experiencing homelessness in an alternative education setting by creating clear and consistent criteria for transfer recommendations that do not disproportionately impact these students such as credit deficiencies and enrollment mid-term. Develop policies that allow for Foster Youth and students experiencing homelessness to participate in their local comprehensive school despite potential challenges by providing access to credit recovery programs, tutoring support, and behavioral support services.	$0.00	No
18	AP and IBDP	Continue to provide and support a rigorous Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP), ensuring access for English learners, Low-Income Students, and Foster Youth, including unduplicated students with disabilities. Courses of study will be reviewed annually to ensure rigor. Staff will attend professional development to support the implementation of both the AP and IB programs.	$135,000.00	Yes
19	UC/CSU A-G Course Completion	Provide professional development to teachers, counselors, and administrators that is aligned to increasing student success in UC/CSU A-G course completion. This includes but is not limited to Advanced Placement (AP) and International Baccalaureate Diploma Program (IBDP) curriculum and instruction workshops as well as UC and CSU High School Counselor Conferences.	$10,000.00	No
20	International Baccalaureate Middle Years Programme (IBMYP)	Continue to implement and refine the International Baccalaureate Middle Years Programme (IBMYP) in grades 7-10 to increase student connections between their studies and the real world, specifically for English learners, Low-Income Students, and Foster Youth who traditionally have not had these types of opportunities and ensure equitable access throughout implementation. These funds include the Middle Years Programme TOSA, training, fees, and collaboration time for unit planning. For the 2026-2027 school year, Vista will begin the foundational work toward becoming an authorized International Baccalaureate Primary Years Programme (PYP) school by applying for	$241,788.00	Yes

		candidacy and starting the initial stages of implementation.		
21	AP/IB and PSAT Testing	Cover the cost of AP/IB testing and Practice Scholastic Aptitude Test (PSAT) for Low-Income Students, students experiencing homelessness, and Foster Youth.	$5,000.00	Yes
22	Dual Enrollment	Provide unduplicated students access to college credits prior to exiting high school such as Citrus College's Early College Program (dual enrollment) and continue to pursue articulation agreements with other partners.	$11,000.00	Yes
23	Seal of Biliteracy and Civic Engagement	Support the Seal of Biliteracy and State Seal of Civic Engagement programs by providing staff training and materials to support unduplicated students in these programs and ensure that they have access to these programs. This includes expanding the State Seal of Civic Engagement to 8th graders.	$40,500.00	Yes
24	Dual Language Immersion	Continue to expand and support the Dual Language Immersion Program including providing professional development for dual immersion staff and supporting teachers in obtaining their BCLAD credentials.	$192,000.00	Yes
25	AVID Program	Continue the Advancement via Individual Determination (AVID) program to support unduplicated students access to college preparatory coursework. Low-Income, ELs, RFEPs, and Foster Youth, including unduplicated students with disabilities, will earn extra points on the criteria selection form for the AVID program.	$553,614.00	Yes
26	Credit Opportunities	Continue to provide additional opportunities for students to earn credits for graduation such as summer school, first period (early period) at CHS, online classes, and high school classes offered at the intermediate school level.	$0.00	No
27	Career Technical Education Pathways	Strategy 1.4 - Increase awareness and expand Career Technical Education Pathway opportunities that prepare all students for college and career readiness. Build, maintain, and strengthen the delivery of high-quality Career Technical Education (CTE) programs in one industry sector and two pathways, including priority and auxiliary industry sectors as defined by the Inland Empire/Desert Regional Consortium's Strong Workforce Program Regional Plan, by providing FTE and supporting our JPA ROP, Baldy View Regional Occupational Program at each high school. For the 2026-27 school year, CHS will expand the new Educational Careers Pathway in partnership with BVROP, as well as the CISCO Academy in partnership with CISCO. SAHS will be adding a pathway in Business/Marketing.	$1,236,332.00	No
28	CTE Pathways	CUSD will explore the development of additional CTE pathways and ways to create student interest in CTE in Grades 7 and 8, such as academies that prepare students for participation in a complete, high-quality career technical education pathway at the high schools. For the 2026-27 school year, El Roble will implement an Introduction to Stage Technology class through BVROP that will be a direct pathway into the CHS Stage Tech pathway. In addition, El Roble will also offer a Cisco Academy for 7th and 8th graders.	$50,000.00	No
29	CTE Partnerships	Sustain Career Technical Education (CTE) partnerships to provide opportunities for secondary students, such as the Learning Center at Fairplex and Cisco.	$0.00	No
30	Multi-Tiered Systems of Support (MTSS)	Deliver targeted support and intervention for all students to narrow the achievement gap through evidence-based instructional strategies and differentiated instruction. Multi-Tiered Systems of Support (MTSS) will be implemented at every school, and supported through professional development, to ensure students are college and career ready. ELs, LTELs, RFEPs, Low-Income Students and Foster Youth will be given priority placement in MTSS programs.	$265,000.00	No

31	Achievement Gaps	Plans of action to increase achievement for student groups with the largest achievement gaps will be outlined and supported in each school's SPSA.	$0.00	No
32	CLASP	Provide homework, tutoring, and recreational activities to students in an after-school setting. CUSD will partner with the community's Claremont After-School Program (CLASP) to support academically at-promise youth.	$15,000.00	No
33	Intervention Teachers	Hire Multi-Tiered System of Support (MTSS) elementary intervention teachers to provide academic support and intensive interventions in reading and mathematics to Low-Income, ELs, and Foster Youth, including unduplicated students with disabilities, with the greatest academic need.	$1,071,866.00	Yes
34	Intervention Services	Provide intervention services, programs, and supplemental materials for at-promise Low-Income Students and English learners, including unduplicated students with disabilities, before, during, and after school, including mathematics for English learners.	$157,605.00	Yes
35	Structured Literacy	Provide ongoing professional development and material support in structured literacy and Unique Learning Systems (ULS), such as Orton-Gillingham, AIM Institute (or equivalent) to support unduplicated students in MTSS Tier I and II interventions.	$59,000.00	Yes
36	Supplemental Materials	Purchase supplemental materials to support access to core content areas for English learners, Low-Income Students, and Foster Youth, including unduplicated students with disabilities, districtwide.	$55,000.00	Yes
37	Special Education	Special Education staff will participate in specialized California Standards training to support and improve access to core content subjects for Low-Income Students, ELs, and Foster Youth. This includes professional development opportunities provided by the East San Gabriel Valley Special Education Local Plan Area (SELPA) and targeted staff development for special education teachers and service providers on high-quality IEPs in the areas of goal writing, progress monitoring, and instructional alignment.	$10,000.00	No
38	Credit Recovery	Offer credit recovery opportunities to all pupils to ensure they can graduate high school on time. Ensure students are served according to their needs through the Alternative Placement Committee process.	$65,000.00	No
39	Extended Year	Support English learners, Low-Income Students, and Foster Youth, including unduplicated students with disabilities, through an extended year program. Priority placement will be given to unduplicated students.	$61,500.00	Yes
40	Co-teaching	Co-teaching will be expanded at the secondary levels to ensure we support all students. Co-teaching occurs in one English, Spanish, and PE section currently. Science and Math co-taught courses will be implemented for the 2026-27 school year. These courses allow our Special Education students to access General Education curriculum with the support of Special Education. Students will participate in Unified Sports track and field programs to promote inclusion, foster meaningful peer connections, and create equitable opportunities for students of all abilities to engage in school athletics and activities. Academic pathways for students are being evaluated to increase access to A-G courses for students with disabilities.	$5,000.00	No
41	Technology Software	Purchase technology software for student intervention programs.	$60,000.00	Yes
42	Foundations for Academic Success	Implement Foundations for Academic Success and math and reading intervention courses for identified at-promise Grade 7 & 8 students who would benefit from participation and additional support to better prepare them for high school.	$91,054.00	Yes
43	English Language Development	Implement with fidelity designated and integrated English Language Development strategies to promote successful academic language acquisition and content mastery for English learners and LTELs. Ensure that all teachers have access to and are implementing the 2012 ELD standards.	$0.00	No

44	ELD Materials	Supplemental English Language Development (ELD) materials and newcomer materials will be purchased to support daily ELD instruction. Provide copies of textbooks and dictionaries in languages other than English for EL Newcomers to ensure access to core curriculum.	$25,000.00	Yes
45	ELD Staff Development	Provide targeted staff development to teachers who service ELs and LTELs, related to the specific needs of ELs and LTELs as well as engagement strategies. This includes PD for EL Facilitators to sufficiently support ELs, LTELs, immigrant students, and site teachers.	$20,000.00	Yes
46	Monitor Implementation of ELD	District administrators and principals will visit classrooms at least every six weeks to monitor implementation of ELD instruction and provide feedback. The ELD teacher and will analyze English learner data to identify student needs and develop strategic instructional plans.	$0.00	No
47	Director of Intervention and English Learner Programs	Maintain a Director of Intervention and English Learner Programs to develop, direct, and support all programs and activities related to MTSS, English learners and other special projects for ELs, Low-Income students, and Foster Youth, including unduplicated students with disabilities.	$225,280.00	Yes
48	Support Immigrant/Newcomers	Maintain a full-time paraprofessional to support Immigrant/Newcomer ELs districtwide.	$59,836.00	Yes
49	ELD Support Class	Emerging English learners in grades 7-12 will have an ELD/support class section added to their schedules, ensuring that Levels 1 and 2 ELs and Levels 3 and 4 ELs are grouped independently from each other for increased and improved services.	$30,267.00	Yes
50	Digital Environments	Provide safe digital environments that empower learners to be creators of meaningful work who contribute responsibly to a changing world. Maintain student access to instructional technology and software tools and ensure that unduplicated students have access to enhanced instructional technology and Science Technology Engineering Art Math (STEAM) labs.	$240,000.00	No
51	Educational Technology	Provide professional development in the area of educational technology to promote and develop 21st Century skills, including proficiency with the use of Artificial Intelligence, and support access to classroom instruction for English learners, Low-Income Students, and Foster Youth, including unduplicated students with disabilities, in grades TK-12 through the use of the CUSD Technology Scope and Sequence.	$55,000.00	Yes
52	Leadership Development	Implement comprehensive leadership development for students, teachers, support staff, and administrators who serve unduplicated students. This will be achieved through cognitive coaching training, leadership seminars, Aspiring Leadership Seminars, New Administrator training, etc.	$27,000.00	Yes
53	Class Size Reduction	Maintain Class Size Reduction at the continuation high school, and other school sites, if possible, to support At-Promise Low-Income Students, Foster Youth, English learners, and their families. Explore ways to offer additional choices and opportunities for students at the continuation high school.	$393,621.00	Yes
54	Expansion of Academic Courses	Continue to expand academic courses and rigor at the intermediate level.	$0.00	No
55	SPED TOSA	Maintain and expand support to ensure students benefit from high-quality instruction and IEP goals/supports. The SPED Teacher on Special Assignment will support and train Education	$336,000.00	No

		Specialists to ensure rigorous instructional practices, high-quality physical and sensory care for students with complex needs, and legally defensible IEPs. The Special Education department will provide support for IEP coverage to ensure the timely implementation of services while increasing site principals' capacity to support instructional leadership schoolwide.		
56	SPED Articulation Meetings	The Special Education Department will hold articulation meetings with elementary and secondary staff before spring transition IEPs to review student progress data to ensure appropriate course selections and placement for students.	$4,000.00	No
57	SPED Extended School Year	The Extended School Year program will be provided to eligible students on an IEP to provide specialized instruction and services beyond the regular school year to maintain critical skills and prevent regression.	$545,000.00	No

Goal

Goal #	Description	Type of Goal
2	In CUSD, every educational partner is critical in developing the whole child. Addressing the child's whole self includes focusing on social-emotional, physical, creative, cultural, and academic well-being. CUSD affirms every student's unique background and identity so that all students have access to academic, behavioral, and extracurricular and co-curricular opportunities as well as social-emotional supports to eliminate barriers to student achievement and wellness. Safety and wellness are essential components of an environment that is conducive to teaching and learning. CUSD fosters a culture that promotes educated and healthy choices to support student and staff well-being.	Broad Goal

State priorities addressed by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

This goal is a result of the extensive educational partner engagement that was completed through the development of The CUSD Commitment and supported by feedback provided by educational partners through LCAP surveys, meetings, and data. In addition, an Equity Action Plan was developed to address needs in our district. According to the CA School Dashboard, CUSDs suspension rate and chronic absenteeism rate is in the yellow with disparities amongst student groups. The need to provide students, staff, and parents with behavioral, mental health and social-emotional learning resources and training was a recurring theme again this year in focus group and educational partner meetings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 1,672 secondary students reported that they were involved in activities and programs inside or outside of the school (2,395 responses).	Based upon the January/February 2025 LCAP Student Survey, 2,098 secondary students reported that they were involved in activities and programs inside or outside of the school (2,919 responses).	Based upon the January/February 2026 LCAP Student Survey, 1,785 secondary students reported that they were involved in activities and programs inside or outside of the school (2,483 responses).	By the end of the 2026-2027 school year, the number of secondary students involved in activities and programs inside or outside of the school will increase by 10%.	Current difference from baseline is +113 students.

2	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 51% of student respondents did not participate in school activities because "activities were not of interest."	Based upon the January/February 2025 LCAP Student Survey, 47% of student respondents did not participate in school activities because "activities were not of interest."	Based upon the January/February 2026 LCAP Student Survey, 20% of student respondents did not participate in school activities because "activities were not of interest."	By the end of the 2026-2027 school year, the percentage of student respondents indicating that they did not participate in school activities because "activities were not of interest" will decrease to 45%.	Current difference from baseline is a decrease of 31%.
3	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 93% of elementary students and 91% of secondary students responded that they felt safe on campus.	Based upon the January/February 2025 LCAP Student Survey, 93% of elementary students and 94% of secondary students responded that they felt safe on campus.	Based upon the January/February 2026 LCAP Student Survey, 92% of elementary students and 94% of secondary students responded that they felt safe on campus.	By the end of the 2026-2027 school year, the percentage of students who either agree or strongly agree with the statement, "I feel safe on campus" will remain above 90% in both elementary (4-6) and secondary (7-12).	Current difference from baseline is -1% for elementary and +3% of secondary students.
4	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 85% of elementary students and 71% of secondary students reported that they enjoy going to school.	Based upon the January/February 2025 LCAP Student Survey, 82% of elementary students and 79% of secondary students reported that they enjoy going to school.	Based upon the January/February 2026 LCAP Student Survey, 79% of elementary students and 82% of secondary students reported that they enjoy going to school.	By the end of the 2026-2027 school year, the percentage of students that enjoy going to school will increase to 90% in elementary (4-6) and 75% in secondary (7-12).	Current difference from baseline is a decrease of 6% of elementary and an increase of 11% of secondary students.
5	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 96% of elementary students and 89% of secondary students reported that their teachers care about them.	Based upon the January/February 2025 LCAP Student Survey, 97% of elementary students and 92% of secondary students reported that their teachers care about them.	Based upon the January/February 2026 LCAP Student Survey, 97% of elementary students and 93% of secondary students reported that their teachers care about them.	By the end of the 2026-2027 school year, the percentage of students reporting that their teachers care about them will remain above 90% in both elementary (4-6) and in secondary (7-12).	Current difference from baseline is +1% of elementary and +4% of secondary students.

6	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 90% of elementary students reported that they are treated fairly by adults on campus. 89% of secondary students reported that they are treated fairly by their teachers.	Based upon the January/February 2025 LCAP Student Survey, 92% of elementary students reported that they are treated fairly by adults on campus. 91% of secondary students reported that they are treated fairly by their teachers.	Based upon the January/February 2026 LCAP Student Survey, 89% of elementary students reported that they are treated fairly by adults on campus. 93% of secondary students reported that they are treated fairly by their teachers.	By the end of the 2026-2027 school year, the percentage of secondary students reporting that they are treated fairly by their teachers in secondary will increase to 90% or higher; in elementary, the percentage of students reporting that they are treated fairly by the "adults on campus" will be maintained at 90% or higher.	Current difference from baseline is -1% of elementary and +4% of secondary students.
7	LCAP Parent/Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 88% of parents/community members reported that the school campus(es) is/are safe.	Based upon the January/February 2025 LCAP Parent and Community Survey, 89% of parents/community members reported that the school campus(es) is/are safe.	Based upon the January/February 2026 LCAP Parent and Community Survey, 89% of parents/community members reported that the school campus(es) is/are safe.	By the end of the 2026-2027 school year, the percentage of parents/community members reporting that school campus(es) is/are safe will increase to 90%.	Current difference from baseline is +1%.
8	LCAP Parent/Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 89% of parents/community members either agreed or strongly agreed with the statement, "My student(s) feel(s) that their feelings matter to teachers."	Based upon the January/February 2025 LCAP Parent and Community Survey, 91% of parents/community members either agreed or strongly agreed with the statement, "My student(s) feel(s) that their feelings matter to teachers."	Based upon the January/February 2026 LCAP Parent and Community Survey, 90% of parents/community members either agreed or strongly agreed with the statement, "My student(s) feel(s) that their feelings matter to teachers."	By the end of the 2026-2027 school year, the percentage of parents/community members who either agree or strongly agree with the statement, "My student(s) feel(s) that their feelings matter to teachers" will increase to 90%.	Current difference from baseline is +1%.
9	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 84% of staff (classified and certificated) reported that the school campus(es) are safe.	Based upon the January/February 2025 LCAP Staff Survey, 85% of staff (classified and certificated) reported that the school campus(es) are safe.	Based upon the January/February 2026 LCAP Staff Survey, 88% of staff (classified and certificated) reported that the school campus(es) are safe.	By the end of the 2026-2027 school year, the percentage of staff (classified and certificated) reporting that school campus(es) is/are safe will increase to 90%.	Current difference from baseline is +4%.

10	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 90% of staff (classified and certificated) either agreed or strongly agreed with the statement, "The school(s) is/are a place where staff members feel that they "belong."	Based upon the January/February 2025 LCAP Staff Survey, 88% of staff (classified and certificated) either agreed or strongly agreed with the statement, "The school(s) is/are a place where staff members feel that they "belong."	Based upon the January/February 2026 LCAP Staff Survey, 88% of staff (classified and certificated) either agreed or strongly agreed with the statement, "The school(s) is/are a place where staff members feel that they "belong."	By the end of the 2026-2027 school year, the percentage of staff (classified and certificated) who either agree or strongly agree with the statement, "The school(s) is/are a place where staff members feel that they "belong" will increase to 93%.	Current difference from baseline is a decrease of 2%.
11	P2 Attendance Report	The average attendance rate districtwide on P2 Attendance Report for 2023-24 was 94.34%.	The average attendance rate districtwide on P2 Attendance Report for 2024-25 was 94.93%.	The average attendance rate districtwide on P2 Attendance Report for 2025-26 was 95.02%.	By the end of the 2026-2027 school year, the average attendance rate Districtwide will be 95.0% or higher.	Current difference from baseline is +0.68%
12	Chronic Absenteeism Data; California School Dashboard Data	The 2022-2023 Districtwide chronic absenteeism rate was 16.1%. Foster Youth was 42.9% SED was 23.2% EL was 18.7%	The 2023-2024 Districtwide chronic absenteeism rate was 11.3%. Of these, Foster Youth was 26.7%; SED was 17.8%; and EL was 15.1%.	The 2024-2025 Districtwide chronic absenteeism rate was 9.3%. Of these, Foster Youth was 43.8%; SED was 13.3%; and EL was 8.5%.	By the end of the 2026-2027 school year, the Districtwide chronic absenteeism rate will decrease to 10% or lower; as well as for SED and EL students. The Foster Youth chronic absenteeism rate will decrease to 25% or lower.	Current difference from baseline is a decrease of 6.8 %: increase of .9% in FY students, a decrease of 9.9% in SED students, and a decrease of 10.2% for English Learners.
13	Data Quest Graduation Rate; California School Dashboard	The 2022-2023 graduation rate was 97.1% which is a “Blue” level ranking on the California School Dashboard. SED was 95.8% ELs was 88.9% Foster Youth was 100% (8 students)	The 2023-2024 graduation rate was 97.9% which is a “Blue” level ranking on the California School Dashboard. SED was 96.9%, ELs was 95.8%, and Foster Youth was 100% (7 students).	The 2024-2025 graduation rate was 97.4% which is a “Blue” level ranking on the California School Dashboard. SED was 96.5%, ELs was 100%, and Foster Youth was 100% (5 students).	By the end of the 2026-2027 school year, the graduation rate will be maintained at 95% or higher for all student groups as well as Districtwide. The District will maintain a "Blue" level ranking or higher on the California School Dashboard.	Current difference from baseline is +.3% and no change in color on the Dashboard: SED was +.7%, ELs was +11.1%, and 0% change for FY.
14	Data Quest/Ed Data Drop Out Rates; California School Dashboard	The 2022-2023 4-year cohort dropout rate was 1.5%.	The 2023-2024 4-year cohort dropout rate was .49%.	The 2024-2025 4-year cohort dropout rate was 1% (2 out of 573 students in cohort).	By the end of the 2026-2027 school year, the high school dropout rate will be maintained at 1.5% or lower.	Current difference from baseline is a decrease of .5%.

15	Data Quest Drop Out rate data; California School Dashboard	Based upon the CALPADS data collected in October 2023, the middle school dropout rate was 1.2%. As a note, the middle school dropout counts are based upon students who exited at the end of the academic year two years prior (to account for possible no shows) or exited during the prior academic year. (These are not students who didn't complete middle school but are students who were expected to return, who were never picked up by another California School, or who left with no known enrollment.)	Based upon the CALPADS data collected in October 2024, the middle school dropout rate was .06%. As a note, the middle school dropout counts are based upon students who exited at the end of the academic year two years prior (to account for possible no shows) or exited during the prior academic year. (These are not students who didn't complete middle school but students who were expected to return, who were never picked up by another California School, or who left with no known enrollment.)	Based upon the CALPADS Data collected in October 2025, the middle school dropout rate was 1.6%. As a note, the middle school dropout counts are based upon students who exited at the end of the academic year two years prior (to account for possible no shows) or exited during the prior academic year (These are not students who didn't complete middle school but students who were expected to return, who were never picked up by another California school, or who left with no known enrollment.).	By the end of the 2026-2027 school year, the middle school dropout rate will be 1% or less.	Current difference from baseline is a increase of .4%.
16	California School Dashboard; DataQuest Suspension Data	The 2022-2023 Districtwide suspension rate was 2.3%. However, it was 15.6% for Foster Youth, 9% for Homeless Youth, 4.2% for SWD , 4.1% for SED, 3% for ELs, and 2.2% for Two or More Races.	The 2023-24 Districtwide suspension rate was 2.3%. However, it was 6.5% for Foster Youth, 7% for Homeless Youth, 4.3% for SWD, 3.4% for SED, 2.5% for ELs, and 2.4% for Two or More Races.	The 2024-25 Districtwide suspension rate was 1.8%. However, it was 25.8% for Foster Youth, 4.3% for Homeless Youth, 4.5% for SWD, 2.6% for SED, 2.4% for ELs, and 1.1% for Two or More Races.	By the end 2026-2027 school year, the District will maintain a Districtwide suspension rate of 3% or less; 5% or lower for Foster and Homeless Youth; and 3% or less for SWD, SED, and Two or More Races student groups.	Current difference from baseline is a decrease of .5%. However, it was +10.2% for Foster Youth, -4.7% for Homeless Youth, +.3% for SWD, -1.5% for SED, -.6% for ELs, and -1.1% for Two or More Races.
17	DataQuest Expulsion Data	The 2022-2023 Districtwide expulsion rate was 0.1%; no students were expelled.	The 2023-24 Districtwide expulsion rate was 0.1%; no students were expelled.	The 2024-25 Districtwide expulsion rate was 0%; no students were expelled.	By the end of the 2026-2027 school year, the number of expulsions will be three or fewer.	Current difference from baseline is -.1%.
18	Social Media Instructional Units	In the 2023-24 school year, every school site delivered social media instruction to students.	In the 2024-25 school year, every school site delivered social media instruction to students.	In the 2025-26 school year, every school site delivered social media instruction to students.	By the end of the 2026-2027 school year, every school will offer social media instruction to students annually.	Current difference from baseline is 0%.

19	Parent Engagement Events and Calendar	In the 2023-24 school year, two workshops were offered, one in-person and one virtually.	A "Family, Technology and School Connection" series for both Elementary and Secondary Parents was held in the fall of 2024. This series consisted of five workshops and included social media safety.	In the 2025-26 school year, five educational events on social media were offered to parents. Digital Citizenship Week was also held in October 2025.	By the end of the 2026-2027 school year, at least two educational events on social media will be offered to parents/community members and students.	The current difference from baseline is +3 workshops.
20	Websites	The 2023-2024 District website social services resources have been reviewed and updated to include new services for parents. Services that are no longer available have been deleted.	The 2024-25 District website social services resources have been reviewed and updated to include new services for parents. Services that are no longer available have been deleted.	The 2025-26 District website social services resources have been reviewed and updated to include new services for parents. Services that are no longer available have been deleted.	By the end of the 2026-2027 school year, the District Website resources for social services will continue to be reviewed annually and updated to include new services for parents. Services that are no longer available will continue to be deleted.	Current difference from baseline is 0.
21	Master Schedule	As of October 2023, 1,618 secondary students were enrolled in at least one Visual and Performing Arts course. *Some VAPA courses are CTE courses	As of October 2024, 1,713 secondary students were enrolled in at least one Visual and Performing Arts course*. This is approx. 100 more students than 2022-23. *Some VAPA courses are CTE courses.	As of October 2025, 1,494 secondary students were enrolled in at least one Visual and Performing Arts course. *Some VAPA courses are CTE courses.	By the end of the 2026-2027 school year, the number of secondary students enrolled in at least one Visual and Performing Arts course will increase by 10%.	Current difference from baseline is -124 students.
22	Master Schedule	As of January 2024, 392 elementary students have participated in the Elementary Instrumental Music Program. This is 100 more than last year.	As of January 2025, 380 elementary students participated in the Elementary Instrumental Music Program.	As of January 2026, 365 elementary students participated in the Elementary Instrumental Music Program.	By the end of the 2026-2027 school year, the number of elementary students participating in the Elementary Instrumental Music Program will increase to 450 students.	Current difference from baseline is a decrease of 27 students.

Goal Analysis for 2025-2026

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

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

The implementation of Goal 2 was carried out with fidelity, as all 53 planned actions were successfully implemented. There were no substantive differences reflecting a strong alignment between strategy and practice.

Collectively, Actions 22 and 25 proved to be a strength this year. Restorative Practices training took place at all sites, and the implementation of the Climate and Culture Intervention teacher was instrumental in connecting this work to a decrease in punitive disciplinary practices.

Another noteworthy success was Action 39 as the wellness centers at Claremont High School and El Roble were completed. A ribbon-cutting ceremony for the Zen Den at the comprehensive high school was held, and doors officially opened at the Education and Dream Center at the intermediate school.

While the overall implementation was strong, the district did encounter some challenges, particularly in addressing the needs of Foster Youth. The transient and often unpredictable nature of Foster Youth enrollment presented logistical and planning hurdles. Nevertheless, Claremont USD's dedicated team rose to the occasion, demonstrating flexibility and compassion in supporting these students and ensuring they had access to necessary services and resources.

In summary, Goal 2 was implemented as intended, with no significant changes to the original plan. The district's ability to achieve all 53 actions speaks to its strong organizational capacity and commitment to student-centered goals.

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

There are some actions with material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 5: Less money was spent as we have not started the full scope of renovation on the El Roble locker rooms.
Action 8: More money was spent as we received additional grant funding to support the arts.
Action 15: Transportation costs were more expensive than expected, as more students were required by law to be transported to and from school.
Action 19: Less money was spent as we used a less expensive survey company.
Action 32: More money was spent as we purchased a personal finance program.
Action 33: Training for Social and Emotional Learning was provided by internal personnel.
Action 36: More money was spent because vape sensor maintenance was more expensive than anticipated.
Action 40: More money was spent on salaries due to a negotiated 1% raise.

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

Over the past year, the district has made substantial progress toward goal 2 through the effective implementation of all 53 actions, as demonstrated by improvements across multiple surveys and accountability dashboards. These actions contributed to positive changes in student engagement, school climate, parent and staff perception, academic outcomes, attendance, discipline, and enrichment opportunities.

The district made meaningful gains in student engagement through the effective implementation of Actions 1, 2, 4, 6, and 9. While the LCAP Student Survey showed a decrease of 313 secondary students participating in activities, the survey itself had 436 fewer responses. These same actions also contributed to a 27% decrease in the number of students who reported that school activities were not of interest, signaling significantly more engaging and inclusive opportunities for students.

School safety perceptions maintained as well. The number of secondary and elementary students who felt safe on campus remains over 90%. This effectiveness is tied to the implementation of Actions 11, 39, 47, and 48, which addressed physical safety, supervision, and climate initiatives.

Student well-being also maintained, with slight overall increases in the number of students who believe their teachers care about them, and those who feel they are treated fairly by adults. These outcomes stem from the effective work of Actions 11, 18, and 34, which focused on building positive relationships and supporting equity in student interactions.

In terms of school enjoyment, the number of elementary students who enjoy school slightly decreased, while the number of secondary students who enjoy school increased. Despite this mixed result, Actions 5, 11, 12, and 18 were still effective, especially at the secondary level, and suggest areas for targeted improvement in younger grades. While not yet started, the anticipation of Action 5 is felt on campus.

Feedback from families and staff reflect a positive and effective implementation of school climate and communication initiatives. The number of parents who feel schools are safe remained at 89%, due to the influence of Actions 39, 47, and 48. Additionally, parents reporting that their children's feelings matter to teachers is at 90% and linked to Actions 13 and 34.

Among staff, the number who feel schools are safe increased, affirming the effectiveness of Actions 34, 38, 39, 47, and 48. Additionally, the number of staff who feel that school is a place where they belong remained at 88%, showing these actions remain effective in supporting foundational culture-building efforts.

The district saw significant success in attendance, with the P2 Attendance Report showing an overall increase in student attendance. Complementing this, the Chronic Absenteeism Dashboard reported a decrease in rates overall and among low-income students and English learners, driven by Actions 3, 7, 8, 14, 15, 19, 20, 21, 24, 26, 31, 32, 33, 41, 42, 43, 44, 45, 46, 52, and 53, which focused on interventions, engagement, outreach, and tiered supports. Although chronic absenteeism overall increased for Foster Youth, the actions are effective in serving individual students as they move in and out of our schools and the Foster Youth system.

The effectiveness of Action 22 was measured by the overall increase in CAASPP scores for low-income students in both ELA and Math. While results were mixed for English learners and showed decreases for Foster Youth, the small and evolving number of students in these populations accounts for the lack of academic progress in percentages.

The district's academic support structures were also effective, as shown in the Graduation Rate Dashboard, which maintained a Blue rating and rates at 96% and higher among SED, EL, and foster and homeless youth students. These gains resulted from Actions 3, 16, 17, 20, 22, 26, 30, and 40.

At the same time, the Dropout Rate Dashboard showed only two dropouts, supported by effective implementation of Actions 3, 16, 17, 20, and 21. These actions provided students with expanded academic, counseling, and re-engagement services that kept them on track toward graduation.

The Suspension Data Dashboard reflected mixed progress: the overall suspension rate was decreased, with decreases among homeless youth, SED, and EL students, and students with two or more races, but an increase in suspensions for foster youth and students with disabilities. Despite this, Actions 3, 23, 25, 26, 27, 28, 35, 36, 37, 49, and 50 were effective in reducing suspensions for several high-need groups.

Expulsion rates showed no change with no expulsions, and this stability is credited to effective maintenance through Actions 23, 25, 27, 28, 35, 36, 37, 49, and 50, which focused on early intervention, positive behavior systems, and alternatives to exclusionary discipline.

Arts access remains expansive, although the number of students enrolled in VAPA courses went from 1,713 to 1,494. This effectiveness was the result of Actions 4, 6, and 31. Elementary instrumental music enrollment dropped from 380 to 365, indicating that while Actions 2, 4, and 6 were effective in sustaining programs, data points are likely being impacted by declining enrollment.

Several operational supports were maintained effectively. Social Media Instructional Units (Action 10) were taught, the Parent Engagement Calendar (Action 29) was maintained,

and the district websites were kept updated and accessible (Actions 38 and 51). Feedback from educational partners explains that these foundational supports ensured consistent communication and access to information for all stakeholders.

Across every metric, the district demonstrated meaningful progress through the effective implementation of all 53 actions in goal 2. Student and parent engagement improved, academic outcomes rose, chronic absenteeism decreased, and families reported feeling more connected to schools. Some areas, such as student belonging for elementary students and staff, as well as suspensions for foster youth and students with disabilities, remain opportunities for further focus. However, the overall trajectory shows that the actions taken are both strategic and impactful, laying a strong foundation for continued success.

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.

In year three of the current LCAP plan, no changes are being made to the planned goal, metrics, or target outcomes. Some changes to actions will be made as follows:
Actions 1, 8, 12, 23, 24, 27, 32, 40, 43, 44, and 46: Due to a districtwide focus on supporting students with disabilities, specific wording to include unduplicated students with disabilities is being added to each action.
Action 10: This action was expanded to include practices for artificial intelligence use and screen time guidelines.
Action 11: This action was expanded to include the cross-collaboration between CUSD's two high schools.
Action 12: This action was adjusted to implement the WEB Club at El Roble and the addition of increased and improved services.
Action 13: This action was adjusted to maintain full-day transitional kindergarten and expand career technical education pathways to attract new students.
Action 22: This action was updated to note the continuation of coaching.
Action 23: This action was updated to include increased or improved services.
Action 25: This action was adjusted to expand the alternative to suspension program in the elementary schools.
Action 33: This action was expanded to include sensory regulation spaces at all schools.
Action 34: This action was expanded to include job-specific training for special education paraeducators twice per year.
Action 35: This action was rewritten to maintain vape intervention plans in CUSD schools.
Action 37: TUPE was removed from this action as CUSD no longer participates in the program.
Action 38: This action was adjusted to maintain clear communication practices and expand emergency protocol training for new administrators.
Action 39: This action was adjusted to maintain the Education and Dream Center at El Roble Intermediate School.
Action 42: This action was adjusted to include the use of interns and associates to provide elementary counseling.
Action 45: Day Break was removed from the action.
Action 50: This action was adjusted to provide training within six months of being hired.
Action 54: De-escalation training was added to support proctors and paraeducators.

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	Extracurricular and Co-curricular Student Activities	Increase options for students to equitably participate in extracurricular and co-curricular activities during and after school, including students with disabilities.	$0.00	No

2	After-school Opportunities for Elementary Students (ELOP)	Implement additional after school opportunities at the elementary school level though the Expanded Learning Opportunities Grant Program for unduplicated students. In addition, provide additional opportunities for students during recess and lunch.	$868,000.00	No
3	Mentorship Opportunities for Foster Youth	Create mentorship opportunities for Foster Youth by connecting them to local college programs who serve Foster Youth (e.g., Citrus College FKCE, Mt. Sac, and Cal State San Bernardino).	$0.00	No
4	TK-12 Visual and Performing Arts	Enhance visual and performing arts opportunities and experiences to appeal to a wide range of TK-12 students.	$1,000,434.00	No
5	El Roble Locker Room Renovation	Renovate the El Roble locker rooms.	$3,000,000.00	No
6	Local Arts Partnerships	Continue to partner with local organizations and businesses to enrich the music and art programs.	$0.00	No
7	Elementary Instrumental Music Instruction	Continue to provide elementary instrumental music instruction in Grades 4-6 districtwide as well as provide program supplies and instruments to Low-Income students participating in the Elementary Instrumental Music Program.	$161,338.00	Yes
8	Site Art Lead Teachers (SALTs)	Continue to provide visual and performing arts instruction districtwide by providing Site Art Lead Teachers (SALTs) to support the teaching of English learners, Low-Income Students, and Foster Youth, including unduplicated students with disabilities, through the arts at all elementary schools. Provide supplemental supplies and materials for Low-Income Students participating in arts programs.	$45,000.00	Yes
9	Secondary Scheduling	Examine secondary scheduling and other barriers to address athletic/activity participation and academic conflicts. Add dance, color guard, and marching band options for PE credit to reduce barriers to course access for students.	$0.00	No
10	Digital Literacy Education	Expand digital literacy education to support responsible social media usage at elementary and secondary levels. Internet safety and social media education will be taught at all schools utilizing resources such as Common Sense Media and ISTE Digital Citizenship curriculum and offered to parents via parent workshops. Collaborative groups will continue to research and study best practices regarding Artificial Intelligence (AI), screen time, digital tools, etc. and develop guidelines and policies for CUSD.	$5,000.00	No
11	Student Leadership Development	Create additional opportunities for leadership development and the inclusion of student voices in school and district initiatives. This will be achieved via the Superintendent's High School Advisory Council (SHAC), Equity Advisory Council (EAC), School Site Council at the secondary level, etc. Strengthen student leadership and cross-school collaboration by expanding opportunities for student voice and shared decision-making between comprehensive high school ASBs and San Antonio High School student leaders. Through SHAC and related student leadership groups, students will collaborate to plan and support inclusive joint activities and events such as rallies, Homecoming, Prom, and other school culture initiatives that foster belonging, engagement, and connection across school communities.	$0.00	No
12	Link Crew/Where Everyone Belongs	Maintain the Link Crew Program at Claremont High School and implement the “Where Everyone Belongs” Club at El Roble while ensuring access to Foster Youth, Low-Income students, and students experiencing homelessness, including unduplicated students with disabilities.	$52,000.00	Yes
13	Student Retention Programs	Evaluate, develop, and promote district programs to attract and retain students. CUSD will maintain full-day transitional kindergarten to attract new families to the district, as well as expand career pathways such as Educational Career Pathways and Cisco Academies.	$55,000.00	No
14	Attendance	The district will maintain an attendance awareness campaign highlighting the value of	$42,000.00	No

	Awareness/Chronic Absenteeism	partnerships to build and implement long-term plans, as well as an Attendance Task Force, to address current unusually high levels of absenteeism. Monitor student absences, including chronic absenteeism regularly. Student Success Teams (SST) and School Attendance Review Teams (SART) will meet to design improvement strategies for student attendance. Attendance letters will be sent home every two weeks for chronically absent students.		
15	Attendance Support and School Stability	Support attendance and school stability of students experiencing homelessness and Foster Youth by utilizing alternative means of transportation, e.g. Hop Skip Drive.	$80,000.00	No
16	Graduation Improvement for Foster Youth	Identify, analyze, and monitor relevant data points to adjust as necessary in ensuring graduation improvement for Foster Youth and students experiencing homelessness. Data points considered, but not limited to, would include dates leaving or entering the district mid-semester, percentage of earned partial credits issued or accepted, percentage of youth timely notified of and consulted with about their AB 167/216 and AB 1806 reduced graduation credit eligibility, number of youth using the exemption to graduate and/or graduating under district requirements within 4 and 5 years of high school.	$0.00	No
17	Partial Credit Policy	Establish written partial credit policy and procedure for Foster Youth and students experiencing homelessness who enter and leave the district and ensure that staff are supported with training and resources to implement policy.	$0.00	No
18	Equity	Honor each student's unique background and identity by protecting against marginalization, stigma, or exclusion, based on race, religion, gender, gender identity, sexual orientation, national origin, ancestry, or disability. The CUSD Equity Statement will be posted at each school site and included on the district website and all job postings.	$0.00	No
19	District Connectedness	Administer various student, staff, and community surveys to address school and District connectedness, specifically with unduplicated students and their families. In addition, staff will continue to collaborate with educational partners on ways to increase response rates.	$10,000.00	Yes
20	School Stability	Continue to update policies, procedures, and infrastructure to increase school stability for Foster Youth and students experiencing homelessness, including immediate enrollment (within 48 hrs.) and upon disenrollment, timely transfer of records. Ensure staff receive training and resources to implement policy.	$0.00	No
21	Foster Youth Placement	Develop a procedure to ensure proper placement for Foster Youth at a Non-Public School (NPS) that includes input from the STRTP (Short Term Residential Therapeutic Program), ERH (Educational Rights Holder) and the student.	$0.00	No
22	Professional Development	Implement systematic and ongoing professional development that includes culturally responsive teaching, inclusive language, and restorative practices. CUSD will continue to train and coach administrators, teachers, and staff in culturally responsive teaching, restorative practices, and conferences to best support culturally and linguistically diverse students and create a positive and inclusive school climate for unduplicated students. In addition, restorative practices will be utilized with identified unduplicated students by trained staff as well as Just Us 4 Youth.	$40,000.00	Yes
23	Positive Behavioral Intervention and Supports (PBIS) and Multi-tiered System of Supports (MTSS)	Maintain Positive Behavioral Intervention and Supports (PBIS) to develop an organized evidence-based positive behavioral interventions continuum that enhances social behavior and academic outcomes for English learners, Low-Income Students, and Foster Youth, including unduplicated students with disabilities. This includes ongoing staff professional development in behavior strategies to best support students throughout the day. Provide a multi-tiered system that identifies, develops, and maintains academic, behavioral, and	$10,000.00	Yes

		social-emotional supports to meet the needs of culturally and linguistically diverse students and students with disabilities.		
24	Panther Ambassadors	Implement Panther Ambassadors as an elective course designed to develop leadership skills and promote a positive school culture and climate among Foster Youth, Low-Income students, and students experiencing homelessness, including unduplicated students with disabilities, at the middle school.	$21,579.00	Yes
25	Alternatives to Suspension	Continue to implement Alternative to Suspension (ATS) instead of out-of-school suspensions at El Roble, CHS, and SAHS. A Culture and Climate Intervention teacher will be maintained in grades 7 -12 to support the continuation of restorative practices at secondary sites. Develop and expand ATS at elementary sites.	$28,000.00	Yes
26	Student Resource Team (SRT)	Develop a Student Resource Team (SRT) which includes the District Liaisons of Youth and Family Services, Clinical Therapist for Foster Youth, and the Coordinator of Services Counselor (secondary level) and, when appropriate, a member of the Special Education team, to provide educational case management to Foster Youth, including a comprehensive needs assessment to improve access and participation in school based trauma informed mental health services, tutoring, extracurricular and after school enrichment programs (regardless of missed sign-up dates).	$0.00	No
27	Board Certified Behavior Analysts (BCBA) Support for English Learners, Foster Youth, and Low-Income Students	Continue to provide two Board Certified Behavior Analysts (BCBA) to provide behavior coaching, psychotherapy, and support to identified English learner, Foster Youth, and Low-Income Students, including unduplicated students with disabilities. BCBAs visit classrooms of ELs, Foster Youth, and Low-Income Students to observe and assess their behavior; meet with the families and teachers of these students to recommend ways to address behavioral issues; develop individual plans to correct, maintain, or improve certain behaviors; and help them meet their behavior goals.	$337,554.00	Yes
28	Registered Behavior Technicians	Provide the BCBA direct support with Registered Behavior Technicians who can provide staff development to others in behavior support.	$574,822.00	No
29	TK-12 Academic Pathways	Articulate and communicate to all students, staff, and families available TK-12 academic pathways to college and career readiness that include prerequisites, courses, and enrollment options.	$0.00	No
30	Graduation Policy	Establish a written AB 167/216 (Foster Youth/probation) and AB 1806 (homeless youth) graduation policy, and ensure staff are supported with training and resources to implement policy.	$0.00	No
31	Student Participation in Academic Pathways	Evaluate academic pathways to eliminate barriers and encourage participation for culturally and linguistically diverse students and Students with Disabilities (SWD). Review and assess course prerequisites to ensure equity and accessibility for all students.	$8,000.00	No
32	Life Skills Curriculum	Explore the development of curriculum at the secondary level that includes real-life skills (like Financial Literacy, Health & Wellness, and Home Economics) for Foster Youth and students experiencing homelessness, including unduplicated students with disabilities.	$0.00	No
33	Social and Emotional Learning and Enrichment Activities	Ensure access to and implementation of social and emotional learning and enrichment activities that support culturally and linguistically diverse students. Provide staff training and materials for Social and Emotional Learning to support unduplicated students K-12 by helping teachers create a classroom environment characterized by optimism, compassion, and engagement, promoting resilience, and fostering expressions of gratitude, empathy, and connection to others. Develop sensory regulation spaces at all school sites for students to improve re-engagement strategies and quicker access back to instruction.	$30,000.00	Yes
34	Support Positive Teacher-Student Relationships	Provide staff training on strategies to promote strong and positive teacher-student relationships. SPED paraeducators will participate in job-specific training twice per year during the afternoons of conference weeks. Training will include behavioral management systems, supporting functional	$10,000.00	No

		communication, engaging students across environments, and supporting instructional strategies.		
35	Drug, Alcohol, Tobacco, and Vaping Prevention/Intervention	Continue to offer specific lessons for grades 6-12 in drug, alcohol, tobacco, and vaping prevention and intervention strategies that support healthy decision-making. The Student Vape Intervention Plan will continue to be implemented at all secondary sites and includes diversion, education, and cessation steps when students are vaping on campus. CUSD will use the recommended curriculum, Stanford Tobacco Toolkit"You Me Together Vape Free" at 6th grade and during ER, SAHS, and CHS Homeroom (4-5 lessons).	$0.00	No
36	Vaping Intervention	Maintain vape sensors for each secondary restroom to help administrators identify students who vape and provide cessation intervention and consequences.	$7,000.00	No
37	Tobacco Use Prevention Education	Continue to refine K-12 drug, alcohol, tobacco, and vaping prevention and intervention strategies with professional development and supplies for staff.	$0.00	No
38	Communication/Emergency Protocols	Continue to implement clear communication practices, including universal emergency protocols, at each school site and the district office. Ensure new administrators are trained on emergency protocols and that protocols are reviewed with each site once per year at a staff meeting.	$0.00	No
39	Wellness Resources	Support and communicate student and staff wellness resources and remove barriers associated with access to mental health services. • QR Code Wellness Cards linked to employee resources including our EAP, EASE, & Care Solace, are made available to all employees during onboarding and throughout the year. • QR Code Wellness Posters displayed at all district facilities in employee common areas. • Maintain the Zen Den Wellness Center at Claremont High School. • Maintain the Education and Dream Center at El Roble Intermediate School.	$5,000.00	No
40	Secondary Counselor Support	Continue to employ counselors to support secondary unduplicated students, including unduplicated students with disabilities, above our base ratio of counselors. Lowering the base ratio of counselors to students will allow counselors to better identify the academic and social emotional needs of unduplicated students. They will be better able to support and expand intervention services to increase success, provide academic guidance on meeting UC/CSU A-G requirements, promote CTE, and refer students for additional services as needed.	$299,673.00	Yes
41	Mental Health/Substance Abuse Counseling	Offer counseling groups to include such topics as: Grief, Loss, and Depression; Anxiety; Social Skills and Making Connections, and or Substance Abuse.	$35,000.00	No
42	Elementary Counseling Services	Provide counseling services at all elementary school sites through interns/associates.	$147,549.00	No
43	Additional Psychologist	An additional psychologist will be maintained to ensure additional support to Low-Income Students, Foster Youth, and their families, including unduplicated students with disabilities. Support services will include conducting psychological and academic assessments; helping to reduce inappropriate referrals to Special Education; promoting positive behavior and mental health; improving student's communication and social skills; providing individual and group counseling; promoting problem solving, anger management and conflict resolution; providing positive peer relationships and social problem solving; and providing crisis prevention and intervention services.	$48,914.00	Yes
44	Clinical Therapists	Three clinical therapists will be maintained to provide increased mental health services for Low-Income Students and Foster Youth, including unduplicated students with disabilities. Services will include helping with emotional and social issues, such as helping to deal with breakups, feeling excluded, anxiety, depression, etc. Services will be individual and small group.	$391,008.00	Yes
45	Additional Secondary Mental Health and	Provide additional mental health and counseling services to students, especially at the secondary level, such as Care Solace.	$20,000.00	No

	Counseling Services			
46	Health Coordinator Support	A health coordinator will follow up with school nurses and health aides to ensure that Low-Income students and Foster Youth are being monitored for general health, and vision, hearing, and dental screenings will be arranged. Low-Income students and Foster Youth, including unduplicated students with disabilities, in need of dental work, glasses, and hearing devices, will be assisted in obtaining these services through outside sources.	$46,436.00	Yes
47	Campus Safety	Ensure campus safety, enhance supervision throughout the school day and at school sponsored events as appropriate, and evaluate and refine the role of the School Resource Officer (SRO). Secondary school sites will continue to monitor, assess, and strengthen campus safety protocols and provide staff training opportunities on behavioral health and mental health issues, including suicide. CUSD will continue to collaborate with the Claremont Police Department to ensure the role of the School Resource Officer addresses the needs of students and staff.	$120,000.00	No
48	Security Monitoring	Camera systems at secondary sites will be continually monitored. Blind spots and other issues will be addressed, as needed.	$30,000.00	No
49	Behavioral and Mental Health Staff Development	Provide staff training opportunities on behavioral health and mental health issues, including suicide.	$8,000.00	No
50	Campus Monitor Staff Development	Provide SB390 training to all Campus Monitors within six months of being hired.	$3,500.00	No
51	Student Social Services Support	Promote awareness of available resources and utilize strategies to meet individual student's basic needs. Maintain an updated resource directory of available social services in the community and post on the website.	$0.00	No
52	Online Parent Resources	Continue to provide and promote the monthly online Resource Roundup for parents and caregivers of Foster Youth to share updates and resources specific to families and students impacted by the foster care system.	$0.00	No
53	Basic Support Services	Student Services Department staff members will provide support to students experiencing homelessness and Foster Youth throughout the year. Staff professional development will be provided. Student support examples of necessities are clothing, school supplies, and bus passes. Using donated funds, groceries and toiletries have been purchased and delivered to students in need.	$20,000.00	Yes
54	De-escalation Training	BCBAs will provide targeted de-escalation training to proctors and special education classified staff to support maintenance of Nonviolent Crisis Intervention (NCPI) certification.	$0.00	No

Goal

Goal #	Description	Type of Goal
3	In CUSD, we are committed to ensuring that family engagement is inclusive by enhancing and valuing the diverse perspectives of our educational partners. We establish an integrated approach by connecting and aligning home and school as we empower families to support student success. We leverage our community partners and communicate the opportunities and resources available for students, staff, and families.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

This goal is a result of the extensive educational partner engagement that was completed through the development of The CUSD Commitment and supported by feedback provided by educational partners through LCAP surveys, meetings, and data. Parent feedback indicated a need for additional opportunities for participation in these areas; therefore, this goal was designed. While approximately 81% of parents felt that they had opportunities to be part of discussions about the school through surveys and advisory groups, only 73% believed that they are given useful information about how to improve their child's progress. These have declined over the past couple of years. Additionally, approximately 70% indicated that they are provided with resources and or ideas for supporting their student with the California State Standards. Throughout the year, we have heard from parents and students in regards to communication, and the need for more of it at all levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	PIQE and other Parent Workshop/Classes Graduate Numbers	For 2023-2024, 969 parents/guardians have participated in PIQE and other parent workshop/classes to date.	For 2024-2025, 916 parents/guardians have participated in PIQE and other parent workshop/classes to date.	For 2025-2026, 879 parents/guardians have participated in PIQE and other parent workshop/classes to date.	By the end of the 2026-2027 school year, the number of parents participating in PIQE and other Parent Workshop/Classes will increase to 1200.	The current difference from baseline is -90 parents.

2	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 81% of parents either strongly agree or agree that they have opportunities to be part of discussions about the school through surveys and advisory groups.	Based upon the January/February 2025 LCAP Parent and Community Survey, 86% of parents either strongly agree or agree that they have opportunities to be part of discussions about the school through surveys and advisory groups.	Based upon the January/February 2026 LCAP Parent and Community Survey, 88% of parents either strongly agree or agree that they have opportunities to be part of discussions about the school through surveys and advisory groups.	By the end of the 2026-2027 school year, the percentage of parents who either strongly agree or agree that they have opportunities to be part of discussions about the school through surveys and advisory groups will increase to 85%.	Current difference from baseline is +7%.
3	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 75% of parents either strongly agree or agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops."	Based upon the January/February 2025 LCAP Parent and Community Survey, 88% of parents either strongly agree or agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops."	Based upon the January/February 2026 LCAP Parent and Community Survey, 89% of parents either strongly agree or agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops."	By the end of the 2026-2027 school year, the percentage of parents who either strongly agree or agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops" will increase to 85%.	Current difference from baseline is +14%.
4	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 70% of parents reported that they strongly agree/agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Based upon the January/February 2025 LCAP Parent and Community Survey, 75% of parents reported that they strongly agree/agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Based upon the January/February 2026 LCAP Parent and Community Survey, 76% of parents reported that they strongly agree/agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."	By the end of the 2026-2027 school year, 85% of parents will report that they strongly agree/agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Current difference from baseline is +6%.

5	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 73% of parents reported that they strongly agree/agree when asked "The teachers and schools give parents useful information about how to improve their child's progress."	Based upon the January/February 2025 LCAP Parent and Community Survey, 74% of parents reported that they strongly agree/agree when asked "The teachers and schools give parents useful information about how to improve their child's progress."	Based upon the January/February 2026 LCAP Parent and Community Survey, 77% of parents reported that they strongly agree/agree when asked "The teachers and schools give parents useful information about how to improve their child's progress."	By the end of the 2026-2027 school year, the percent of parents who report that they strongly agree/agree when asked "The teachers and schools give parents useful information about how to improve their child's progress." will increase to 80%.	Current difference from baseline is +4%.

Goal Analysis for 2025-2026

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

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

The implementation of Goal 3 was carried out in full, with all 29 planned actions successfully executed as originally proposed. There were no substantive differences between the proposed actions and their actual implementation, reflecting a strong alignment between planning and execution throughout the process.

The most notable strength of this implementation was the tireless work of the Senior Liaison and the Liaison of Youth and Family Services, as outlined in Actions 25 and 26. These two people were instrumental in providing consistent and compassionate support to English Learner families, Foster Youth, low-income families, and families experiencing homelessness. Their efforts contributed significantly to meeting the unique needs of unduplicated count students and demonstrated the district's commitment to student-centered services.

Another key strength was the optimization of communication efforts to improve and ensure consistency, as outlined in Action 1. Culturally competent communication efforts have been streamlined to create cohesion and clarity for staff, families, and students.

No major challenges were encountered during the implementation of Goal 3. The alignment between planned and actual actions, combined with strong community and staff engagement, contributed to the smooth and effective implementation of the actions in Goal 3.

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 four actions with material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 10: Less money was spent as training was provided by internal personnel.
Action 14: Less money was spent as fewer translation requests were received.
Action 20: Less money was spent as administrators took on the role of EL Facilitators at a few sites.
Action 27: Less money was spent as the amount needed to utilize our new student information system was less than budgeted.

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

The implementation of Goal 3 has been notably effective in making progress toward increasing family engagement, strengthening community partnerships, and enhancing equitable practices throughout Claremont Unified School District. All specific actions have shown positive results, with survey data and program outcomes supporting the district's commitment to inclusive and responsive implementation.

Parent engagement, a central focus of Goal 3, has seen strong growth. Actions 10, 11, and 27 were particularly effective in expanding the availability of parent workshops, leading to a noticeable increase in both offerings and graduates, especially in programs like the Parent Institute for Quality Education (PIQE). These workshops have become vital tools for helping families better support their students academically and emotionally, which has led to decreased chronic absenteeism rates for SED, EL, foster and homeless youth. Although chronic absenteeism overall increased for Foster Youth, the actions are effective in serving individual students as they move in and out of our schools and the Foster Youth system.

Results from the LCAP Parent and Community Survey further reinforce the effectiveness of these efforts. There has been growth in every key metric:

A 2% increase in the percentage of parents who feel they have opportunities to be part of discussions about their school, supported by Actions 3, 4, 5, 9, 12, 15, 16, 17, 18, 19, and 21. These gains reflect focused attention on outreach, particularly to families of foster youth, English learners, and students with disabilities.

A 1% increase in the number of parents who feel they can participate in advisory groups or workshops, again, driven by inclusive and sustained efforts from the same set of actions.

A 1% increase in parents who report receiving helpful resources and ideas from the school to support their child with the California Standards, as a result of Actions 6, 12, and 13.

A 1% increase in parents who feel that teachers and schools provide useful information to help improve their child's academic progress, linked to Actions 6, 7, 8, 12, and 13.

Actions 14 and 20 proved effective and will continue to support English Learner students in making progress toward English proficiency. Positive feedback from educational partners and high reclassification rates demonstrate effectiveness.

In addition to the actions tied directly to these metrics, several other strategic initiatives contributed meaningfully to the district's success. According to feedback from educational partners, effective and timely district communication efforts, guided by Actions 1 and 2, ensured families stayed informed and connected. The district also benefited greatly from partnerships with the Claremont Educational Foundation and surrounding colleges and universities, with actions 22 and 23, which enriched programs and increased access to resources.

Support for Foster Youth remained a high priority, with Actions 24, 25, and 26 empowering the district's family liaisons to provide tailored assistance. Their work was instrumental in ensuring that Foster Youth had equitable opportunities and consistent advocacy. While chronic absenteeism for Foster Youth did not decrease, the graduation rate for Foster Youth was 100%. These actions led to decreased chronic absenteeism rates for low-income students and English learners.

Operational effectiveness also played a role. The Information Services team, through Action 28, maintained strong data systems and provided essential support for digital access and communication tools, as measured by 100% student access to i-Ready, STAR Reading and Math, and other digital assessment tools. Action 28 was especially effective for English learners, Low-Income students, and Foster Youth, as accurate data keeping allowed CUSD to measure and address achievement gaps for these student groups effectively. On the Spring iReady benchmark, Low-Income students maintained proficiency in ELA and gained 3% in Math, and English learners made growth in both ELA and Math. On the STAR Reading benchmark, English learners and Foster Youth in grades 7-12 showed an increase in scores.

Additionally, Nutrition Services, through Action 29, demonstrated adaptability and innovation by actively seeking out and implementing new programs to better serve students

and families. Students and families have shared their appreciation of the nutrition program advancements.

Overall, the actions carried out under Goal 3 have been effective in achieving their intended outcomes. With increased parent participation, enhanced communication, and strengthened support systems, Claremont Unified continues to build a responsive and inclusive educational environment that values every student and family.

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.

In year three of the current LCAP plan, no changes are being made to the planned goal, metrics, or target outcomes. Some changes to actions will be made as follows:
Action 8: This action was expanded to include transition meetings for parents of students with disabilities.
Actions 10, 25, and 28: Due to a districtwide focus on supporting students with disabilities, specific wording to include unduplicated students with disabilities is being added to each action.
Action 29: This action was adjusted to implement the Child and Adult Care Food Program in the 2026-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Optimize Communication	Optimize communication efforts to improve and ensure consistency in promoting, messaging, and branding, utilizing various communication platforms including the district's website. CUSD will ensure culturally competent communication with all educational partners. Website postings, parent information meetings, Remind, Peachjar and targeted Apptegy messages will inform parents of educational opportunities and information.	$60,000.00	No
2	Communication Coordination	Coordinate effective media releases and communication with the public. Create and distribute digital and print publications and marketing products. Monitor and create social media content, District web platforms and related products highlighting District events and engaging the public. Create branding items and continual communication of the District Strategic Plan and District events, correspondence from the Superintendent, and other related projects, including developing crisis communications when needed.	$0.00	No
3	Community Advisory Council	Community Advisory Council meeting schedules and SELPA parent education opportunities will be communicated to parents of Special Education students.	$0.00	No
4	Communication and Supports for Foster Youth and Families	Strengthen communication with schools to promote awareness on supporting Foster Youth and their families (highlight community partners, stories, resources).	$0.00	No
5	Foster Youth Advisory Council	Continue to support and grow the Foster Youth Advisory Council and create a District webpage to support initiatives.	$0.00	No
6	School Newsletters	School newsletters will communicate information about the California Standards and how to help support students throughout the school year.	$0.00	No
7	Mental Health Resources	Provide parents with resources and information on mental health.	$0.00	No
8	Student Support	Increase awareness regarding resources and services to engage families and support student	$0.00	No

		success at all schools, including student transitions from elementary school to intermediate school and intermediate school to high school. A Special Education parent information night will be held for rising 7th and 9th grade students to support families prior to transition IEPs. A Transition Planning event will be held for special education families to build awareness and participation in post-secondary planning.		
9	School-based Parent Engagement	Each school will provide unique educational opportunities for parents that include topics such as California Standards, Digital Citizenship, Mental Health, Active Parenting, Social and Emotional Learning, etc.	$10,000.00	No
10	District-based Parent Engagement	The District will coordinate parent education seminars on topics of relevance to the school and community such as, Social and Emotional Learning; Diversity, Equity, and Inclusion; and Substance Abuse including drugs, tobacco, and vaping; etc. in multiple languages to support our English learner, Foster Youth, and Low-Income Students, including unduplicated students with disabilities.	$20,000.00	Yes
11	Parent Information Night for English Learners	A parent Information night will be held in the fall for all parents of English learners (babysitting will be provided). Schools will offer parent walkthroughs at sites so that families can better understand EL instruction and learn how to support their students at home.	$300.00	No
12	English Learner Communication	Communication to English learner families will be sent home throughout the school year, and will share information about the EL program, California Standards, and tips on how families can support their EL student at home.	$0.00	No
13	Academic Progress and Communication on UC-CSU A-G Requirements	School staff will provide families with information regarding student academic progress and communicate in a timely manner. Additionally, school staff will provide families with information on UC-CSU A-G requirements at all grade levels.	$0.00	No
14	Translations	Translations will be provided for all schools that meet the 15% threshold. In addition, resources for translations for other languages will be offered to site administration staff.	$20,000.00	Yes
15	Advocacy and Engagement	Expand opportunities for students, staff, and families to participate on committees that strive to ensure advocacy and engagement in the decision-making processes.	$0.00	No
16	Equity Advisory Council (EAC)	The Equity Advisory Council (EAC) will continue to examine the impact of CUSD policies, procedures, and practices on historically marginalized students and families.	$0.00	No
17	Parent Advisory Groups	The District will expand parent advisory groups to include culturally and linguistically diverse groups.	$0.00	No
18	Special Education Advisory Council	Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA.	$0.00	No
19	Special Needs District Support Group	Parents of students with special needs will have the opportunity to participate in a District support group for parents of Students with Disabilities to support each other, collaborate, and provide CUSD with suggestions on trainings, ways to support families of children with disabilities and identify needed resources (i.e., coffee with the Director, etc.).	$0.00	No
20	English Learner Facilitator	Ensure each school site has a certificated English Learner Facilitator to support teachers as well as the District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings and activities. EL Facilitators work as instructional coaches and provide resources to mainstream content teachers as they work to meet the needs of ELs.	$10,400.00	Yes
21	Preschool Parent Involvement	Provide opportunities for parents of preschool students to participate on District committees and District parent involvement activities.	$0.00	No

22	Colleges, Universities, and Community Organization Partnerships	Strengthen partnerships with colleges, universities, and community organizations to build capacity and meet the diverse needs of students and families.	$0.00	No
23	Claremont Educational Foundation	The District will support the efforts of the Claremont Educational Foundation (CEF). The Superintendent and a school board member will attend these meetings, as well as a principal representative.	$0.00	No
24	Student Support Services	Expand and coordinate services to support students who are experiencing homelessness or are in foster care. CUSD will add a family resource center to the district.	$5,000.00	No
25	Youth and Family Services Liaison	The Youth and Family Services Liaison will continue to support English learner parents, Low-Income families, and families supporting Foster Youth, including unduplicated students with disabilities, by planning trainings such as PIQE, Latino Literacy Project, Family Stories, Graciela's Dream, and PrepNOW! Each year, they will create a robust calendar of workshops for CUSD families, especially our English learner parents, Low-Income families, and families supporting Foster Youth. Additionally, they will provide translations at meetings, when needed. A District webpage with resources specifically for these families, will help acquire computers and hotspots to assist Foster Youth with technology, provide materials and supplies, and develop a system to monitor all Foster Youth.	$90,877.00	Yes
26	Senior Liaison of Youth and Family Services	Maintain a Senior Liaison of Youth and Family Services to provide direct support and services to students and their guardians identified as Foster Youth and/or students experiencing homelessness and ensure that they are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. They will coordinate and collaborate with the state coordinator, community, and school personnel responsible for the provision of education and related services to students experiencing homelessness and Foster Youth. This position will assist in closing any educational achievement gaps by identifying and problem-solving school related concerns, connecting youth and their families to community resources and services, operating as an educational liaison with the student's social workers, and serving as liaison with other public and private agencies.	$200,988.00	Yes
27	Family and Community Engagement	Utilize all available data to guide informed decision-making districtwide to promote family and community engagement. CUSD will transition to Aeries and will implement the new Student Information System.	$78,000.00	No
28	Information Services Specialist and Clerical Assistant	Hire a Data Analyst and retain an Information Services Specialist and Clerical Assistant to support the development and administration of local assessments and the creation of assessment reports to develop plans of action to increase the achievement of English learners, Low-Income Students, and Foster Youth, including unduplicated students with disabilities.	$238,724.00	Yes
29	Child and Adult Care Food Program (CACFP)	Implement the Child and Adult Care Food Program (CACFP) at Vista and Sumner and evaluate participation, operational needs, staffing, meal service logistics, and student impact throughout 2026-27 to ensure the program effectively supports food security and promotes healthy nutrition among students.	$0.00	No

Goal

Goal #	Description	Type of Goal
4	CUSD effectively maximizes human and financial resources to support every student's educational journey. Human Resources and Business Services commit to ensuring excellence in every interaction and providing students and staff with the necessary resources to achieve the district's strategic plan.	Broad Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

This goal is a result of the extensive educational partner engagement that was completed through the development of The CUSD Commitment and supported by feedback provided by educational partners through LCAP surveys, meetings, and data. Based on feedback received from educational partners in meetings and surveys, there is a continued need to address teacher credentials, instructional materials, and facilities. Staff survey data identified Basic Services as one of the top three State Priorities that should be the focus of district resources. Additionally, the Equity Advisory Council has identified needs in the area of staffing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Commission on Teacher Credentialing Audit; Williams Act Report; CALPADS; Internal Reports	For 2023-24, 100% of certificated and classified staff were appropriately assigned and credentialed.	For 24-25, 99.63% of certificated staff and 100% of classified staff were appropriately assigned and credentialed.	For 2025-26, 99% of certificated and classified staff are appropriately assigned and credentialed. We have two teachers on intern credentials.	By the end of the 2026-2027 school year, 100% of certificated and classified staff will be appropriately assigned and credentialed according to state requirement.	The current difference from baseline is 1% decrease for certificated staff and 0% for classified staff.

2	CALPADS; Helios; LACOE Human Resource System; and Internal Reports	For 2023-2024, the ethnic breakdown of certificated staff is 1% American Indian/Alaskan Native, 6% Asian, 2% Black/African American, 4% Decline to State, 25% Hispanic, 2% Filipino, 4% Native Hawaiian/Other Pacific Islander, and 56% White. The current ethnic breakdown of students is 27% White, 46% Hispanic or Latino, 5% African American, 11% Asian, and 11% Other/Declined to State.	For 2024-25, the ethnic breakdown of certificated staff is 7.4% Asian, 3.6% Black/African American, 25% Hispanic, 55.3% White, 8.7% Other.	For 2025-26, the ethnic breakdown of certificated staff is 8.0% Asian, 3.7% Black/African American, 24.6% Hispanic, 52.6% White, and 11.1% Other. The current ethnic breakdown of students is 25.7% White, 47.5% Hispanic or Latino, 4.4% African American, 11.6% Asian, and 10.8% Other/Declined to State.	By the end of the 2026-2027 school year, the demographics, by percentage, of certificated staff, who are appropriately assigned and credentialed according to state requirement, will increase by 10% for Hispanic or Latino, 2% for African American, and 5% for Asian, in order to more closely reflect that of the student population that they serve.	Current difference from baseline is +2% Asian, +1.7% Black/African American, -.4% Hispanic, -3.4% White, and -2% Other.
3	Facilities Inspection Tool (FIT)	Based upon the fall 2023 FIT reports, we have 10 schools rated “exemplary” and one rated “good.”	Based upon the fall 2024 FIT reports, all schools rated “exemplary.”	Based upon the fall 2025 FIT reports, all schools rated “exemplary.”	By the end of the 2026-2027 school year, all schools will be rated as "exemplary" as measured by the Fall 2026 Facilities Inspection Tool (FIT).	Current difference from baseline is +1 school moving from "good" to "exemplary."
4	Curriculum List; Internal Reports and Records; Williams Act Report	The fall 2023 William’s Textbook Sufficiency Report shows that 100% of our students have access to standards aligned instructional materials and have updated units of study in ELA, Math, Science, and Social Science.	The fall 2024 William’s Textbook Sufficiency Report shows that 100% of our students have access to standards aligned instructional materials and have updated units of study in ELA, Math, Science, and Social Science.	The fall 2025 William’s Textbook Sufficiency Report shows that 100% of our students have access to standards aligned instructional materials and have updated units of study in ELA, Math, Science, and Social Science.	By the end of the 2026-2027 school year, all K-12 students will have access to standards aligned instructional materials and have updated units of study in ELA, Math, Science, and Social Science.	Current difference from baseline is 0%.

Goal Analysis for 2025-2026

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

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

The overall implementation of Goal 4 was completed successfully, with all 19 planned actions fully implemented as originally proposed. There were no substantive differences between the intended actions and their actual execution, demonstrating strong planning, alignment, and follow-through across all departments involved.

Among the notable strengths of Goal 4 implementation were Actions 2 and 3, which involved communicating the District's fiscal status and outlook at each reporting period and monitoring enrollment and attendance rates to ensure accurate fiscal projections. The importance of this work is highlighted by the District's declining enrollment. Accurate reporting is essential to the fiscal multi-year projections.

Throughout the implementation of Goal 4, no major challenges were encountered. The district's ability to carry out all 19 actions as planned highlights effective cross-departmental collaboration, strong leadership, and a commitment to operational excellence.

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 was one action with material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 5: More money was spent on salaries due to a negotiated 1% raise.

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

The actions implemented under Goal 4 have proven effective in making measurable progress toward achieving operational excellence and maintaining high standards across key areas such as staffing, facilities, and instructional materials.

One significant area of effectiveness centers around credentialing and staffing. Through Actions 5, 6, 7, 8, and 9, the district successfully ensured that the percentage of staff who are appropriately credentialed and properly assigned remained aligned with state and internal requirements, as validated by CTC audits, Williams Act reports, and internal reporting systems. These efforts have maintained compliance while reinforcing the district's commitment to hiring and assigning qualified personnel.

Progress toward increasing workforce diversity has also been notable. Data from CALPADS, Helios, and internal reports highlight an increase in the percentage of Asian, Black, and White employees while maintaining the percentage of Hispanic employees. This outcome, driven by Actions 1, 4, 5, 6, 7, 8, 9, and 10, reflects an ongoing commitment to fostering a more diverse and inclusive staff. While progress has been made, continued focus is needed to fully meet established diversity targets.

Facilities management remains another area of strength. Actions 1, 2, 16, 17, 18, and 19 contributed to all district schools receiving an exemplary rating on the Facilities Inspection Tool (FIT). This achievement demonstrates effective maintenance practices and ongoing efforts to ensure that learning environments remain safe, clean, and conducive to student success.

Additionally, the district has maintained its goal of providing 100% of students with access to standards-aligned instructional materials. Actions 1, 2, 3, 4, 13, and 15 supported this outcome, as confirmed through curriculum lists, internal records, and Williams Act reports. Maintaining full access to instructional materials underscores the district's continued focus on academic equity and resource availability for all students.

Though not tied to a specific metric, Actions 11, 12, and 14 represent an important area of effective implementation through the work of the Nutrition Services department. Their efforts to introduce fresh, nutritious, and appealing menu options have enhanced the overall student meal experience in Claremont Unified, as mentioned in feedback from students and other educational partners. These updates reflect the department's commitment to student health and satisfaction and serve as a strong example of responsive and student-centered service.

Overall, the implementation of Goal 4 actions has been effective in achieving desired outcomes across multiple operational areas. While continued progress is needed to meet workforce diversity targets, successes in credentialing, facilities management, instructional material access, and student nutrition highlight the district's ongoing dedication to operational efficiency, equity, and student well-being.

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.

In year three of the current LCAP plan, no changes are being made to the planned goal, metrics, or target outcomes. Some changes to actions will be made as follows:
Action 4: Due to a districtwide focus on supporting students with disabilities, specific wording to include unduplicated students with disabilities is being added to this action.
Action 5: This action was adjusted to include orientation for classified and certificated employees.
Action 8: This action was adjusted to include the health benefits enrollment process and to generalize the use of digital platforms in the Human Resources department.
Action 20: The investment CUSD is making in technology infrastructure has been added to this goal. This is a new action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Balanced Budget	Maintain a balanced budget that aligns with the district's strategic plan.	$0.00	No
2	Fiscal Status Reporting	Communicate the District's fiscal status and outlook at each reporting period with the Board of Education and Educational Partners.	$0.00	No
3	Attendance Rates	Monitor and communicate enrollment and attendance rates to ensure that multi-year revenue projections reflect changes as needed.	$0.00	No
4	Ensure Adequate Funding	Continue to identify Low-Income Students, English learners, Free or Reduced-Price Meals Students, and Foster Youth, including unduplicated students with disabilities, to ensure adequate funding.	$0.00	No
5	Staffing	Recruit, hire, support, and retain exceptional staff who reflect CUSD's core values and are increasingly representative of student demographics. • Expand presence at job fairs. • Refine recruitment process to include The CUSD Commitment core values, Equity Statement, Equity focused interview, and reference check questions. • All CUSD job descriptions include the district equity statement. • The CUSD website features staff members and students that represent our district's demographics. • A hiring banner was created that reflects our district's demographics. • Implement Year 2 of the Aspiring Leader Seminar to develop our own future leaders and administrators. • Provide an orientation for new certificated and classified employees. • Support staff through such activities as: ○ New teacher summer training ○ Ongoing professional development ○ Ongoing curriculum support • Provide new and veteran teachers with professional development and support to foster retention.	$74,109,000.00	No
6	Salaries	CUSD will continue to ensure that salaries remain competitive.	$0.00	No
7	New Teachers	New teachers will participate in the Foothill Consortium for the purposes of support and receiving professional development.	$52,000.00	No
8	Interdepartmental Operations	Refine and communicate Human Resources and Business Services processes to enhance efficiency and effectiveness. • Review all HR forms and revise as needed to improve ease of use and accuracy. • Include focus areas in Board updates and administrative meetings. • Transition to an online health benefits open enrollment process utilizing the American Fidelity platform. • Digitize employee records in compliance with the law. • Revise Spotlight on Excellence nomination process and increase nominations. • Partner with Business Services to consolidate C3 and C5 payroll building and payout. • Streamline longevity placement process. • Refine annual employee notification process to an electronic format. • Revise directed attendance process. • Refine volunteer clearance and onboarding process. • Refine reasonable assurance notification to electronic process.	$0.00	No

		• Expand use of digital platforms for HR functions. • Ensure compliance with labor law and contract provisions. • Communicate processes for designated points of contracts between departments. • Refinement to templates for all job postings. • Expand use of job posting platforms ○ Nemnet, School Gig, Edjoin, Indeed, Handshake, Edcal, EdWeekly • Refine employee TB verification process for current and new employees (partner with Student Services). • Eliminate practice of physical requirement for new employment.		
9	Human Capital Management (HCM)	Business Services and Human Resources will collaborate to transition to the Human Capital Management (HCM) Payroll and Human Resources system.	$0.00	No
10	Payroll Services	Optimize payroll services by uploading electronic timesheets directly into the Human Capital Management System via FileZilla, eliminating manual entries and reducing potential errors.	$0.00	No
11	Nutrition	Enhance the student meal experiences by offering fresh, nutritious, and appealing options. Seek input from students in menu development to ensure meals are appealing to students, while remaining compliant with state and federal guidelines.	$0.00	No
12	School Menus	Collaborate with the Director of Communications to promote menu updates to students and families via newsletters and social media.	$0.00	No
13	Wellness Committee	Strengthen the established Wellness Committee to create an action plan to promote nutrition education and physical activity at school.	$0.00	No
14	Vegetarian Menu Options	Provide and promote the availability of vegetarian options to students and parents.	$0.00	No
15	Nutrition Education	Explore options to integrate nutrition education into existing curriculum in collaboration with Educational Services.	$0.00	No
16	Facilities	Upgrade and maintain safe and clean facilities that support student learning. Perform routine site walks with principals to identify and prioritize facility needs, including districtwide restroom improvements.	$0.00	No
17	Gender Neutral Restrooms	Identify facilities at each site to ensure successful implementation of SB 760 requiring at least one all-gender restroom for pupil use by July 2026.	$0.00	No
18	School Facilities Funding Program	Continue an analysis to determine eligibility for the School Facilities Funding Program for the purpose of constructing new school facilities and modernizing existing school facilities.	$75,000.00	No
19	Facilities Needs Assessment	Initiate work on a comprehensive Facilities Needs Assessment, which will serve as the foundation for the District’s updated Facilities Master Plan.	$225,000.00	No
20	Technology Infrastructure	The district will update and maintain technology infrastructure to ensure secure, reliable, and equitable access to instructional and operational technology systems districtwide. Funding will support modernization and replacement of aging network, wireless, server, and cybersecurity infrastructure.	$1,300,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,771,557.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.11%	0.00%	$0.00	8.11%

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 #(s)	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
Goal 1, Actions 2, 4, 51; Goal 2, Action 22	Standardized Test Scores According to the 2023 Dashboard, CUSD English Language Arts performance level was high at 22 points above standard. However, Homeless students scored in the very low performance level at 75.9 points below standard. In addition, the following student groups fell in the low performance level: English Learners (42.6 pts. below) and Socioeconomically Disadvantaged (12.3 pts. below). According to the 2023 Dashboard, CUSD Mathematics performance level was in the	Teachers and paraeducators will receive professional development on the California Standards and how to meet the diverse needs of English learners, struggling Low Income Students, and Foster Youth. Teachers on Special Assignment (TOSAs) will provide training, modeling, and coaching of effective instructional strategies, to teachers and paraeducators. Staff members will also be given opportunities for articulation. Professional development on California Standards, Structured Literacy, Kagan Strategies, Thinking Maps, Write from the	CAASPP scores in English Language Arts and Math will be utilized to measure these actions' effectiveness.

	medium performance level (green). However, Homeless (100.5 pts. below standard) were in the very low performance level. Based upon the results of the 2023 CAASPP, the Foster Youth mastery of the standards was 17.0% in ELA and 17.0% in Math. Only six students in this subgroup took the CAASPP. Unduplicated count students are in need of access to research-based instructional strategies in their classrooms to support their academic growth in English language arts and math.	Beginning and Beyond, Response to Intervention, and PBIS. Teachers will attend training to further develop their skills and strategies in supporting English learners and struggling Low-Income students in content classes. We need to continue to implement systematic and ongoing professional development that includes culturally responsive teaching, inclusive language, and restorative practices. Behavior and academics are closely tied, and we wish to support our students' behavior to increase academic achievement. Professional development in the area of educational technology, including the integration of artificial intelligence, will be provided to support teachers in creating innovative classroom environments. These actions are the most effective use of funds for English learners, Foster Youth, and Low-Income students. The California ELA/ELD Framework states, “Professional learning is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework (Killion and Hirsh 2013; Darling-Hammond, and others 2009)” (Chapter 11, p. 4). Hattie’s synthesis of 800 meta-analyses found that professional development has an effect size of 0.62 which is in the zone of desired effects. (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 119-121). Wei, Darling-Hammond, and Adamson found, “Rigorous scientific studies have shown that when high-quality [professional development] approaches are sustained by providing teachers with 50 or more hours of support per year, student test scores rise by an average of 21 percentage points” (Wei, Ruth C., Linda Darling-Hammond, and Frank Adamson. 2010. Professional Development in the United States: Trends and Challenges, Phase II of a Three Phase Study, Technical Report. Dallas, TX: National Staff Development Council and Stanford Center for Opportunity Policy Education in Education. P. 1) These actions are being provided LEA-wide because all students can benefit from the professional development of teachers and staff.	

Goal 1, Action 7; Goal 2, Actions 7, 8, 33	When comparing the chronic absenteeism rates for Foster Youth, English learners, and Low-income students to the districtwide rate (16.1%), we again saw that it was higher for all groups. The chronic absenteeism rate was 26.8% higher for Foster Youth, 11.4% higher for Homeless, 2.6% higher for English learner students, and 7.1% higher for Low-income students. Unduplicated count students are in need of access to arts integration and materials to increase school connectedness.	The Arts and SEL TOSA, in conjunction with the Site Art Lead Teachers, will support the integration of Visual and Performing Arts (VAPA), Science, Technology, Engineering, and Math (STEM), and Social and Emotional Learning (SEL) into content lessons and provide professional development, collaborative coaching, and instructional support in the arts for their colleagues which will meet the unique needs of our ELs, Low income, and Foster Youth throughout the year by connecting subject matter content with the arts and developing social and emotional competencies. These actions are the most effective use of funds for English learners, Foster Youth, and Low-Income students. “Visual and performing arts are an integral part of a comprehensive curriculum and essential for learning in the 21st century. All California students from every culture, geographic region and socioeconomic level deserve quality arts learning in dance, music, theater, visual arts and media arts as part of the core curriculum” (CCSESA, 2014). To ensure our low-income students are not left behind and receive a comprehensive educational program, we will provide materials and a stipend to a lead teacher at each elementary school to support the integration of visual and performing arts in our instructional programs and curriculum., especially for our Els, Low Income students, and foster youth. We will also provide materials and supplies for low-income students who are participating in the elementary instrumental music program. These students should not be prohibited from participation because of their financial or home situation. We understand that participating in the arts and the development of social and emotional learning provide connections to other content areas and allow students to demonstrate creativity and expression. These actions are being provided on a LEA-wide basis because all students can benefit from social and emotional learning and arts integration.	Absenteeism rates will be utilized to measure these actions' effectiveness.

Goal 1, Action 20	Based on 2023-24 IBMYP enrollment data, there is a disparity between unduplicated students and Districtwide data. There were 771 students enrolled in the IBMYP districtwide. However, only 190 were SED, 8 were EL, and 6 were Foster Youth. Unduplicated count students are in need of rigorous educational experiences that connect real-world learning to academic endeavors.	We feel that the implementation of the IB Middle Years Program in Grades 7-10, giving priority to English learners, Foster Youth, and Low-income students, will increase their academic success. This program links academic studies with the real world and provides them opportunities that otherwise would not be available to them. This program also has a direct link to the implementation and support of the Seal of Biliteracy and State Seal of Civic Engagement programs. These programs encourage unduplicated students to expand and enhance their native language (ELs) and tie their learning to the community. Our plan is to expand the International Baccalaureate program which supports the diverse needs of English learners, Low-Income students, and Foster Youth. The MYP encourages links between academic subjects and real-world contexts. It has an emphasis on local and global citizenship and its ability to promote connections to the local community. MYP is a path trying to develop not just subject content, but to have students develop as a whole, put back into the community and see the links between learning areas. Students can build their skills so that they can develop not only internally but externally with others. (“What are the benefits of the International Baccalaureate Middle Years Programme for teaching and learning?” by Perry, Ledger, and Dickson) These actions are being provided on a school-wide basis in our junior high and comprehensive high school because all students can benefit from the increased rigor and global-minded approach of the IBMYP.	Enrollment rates in the International Baccalaureate Middle Years Program will be utilized to measure this action's effectiveness.

Goal 1, Actions 18, 22, 23, 25; Goal 2, Action 40	According to the 2023 California School Dashboard, our Graduation Rate (97.1%) is 10.7% higher than the Statewide Graduation Rate (86.4%). The Graduation rate for Homeless (79.2%), Socioeconomically Disadvantaged (95.8%), and English Learner (88.9%) student groups are also above the Statewide rate. There is no performance color for Foster Youth. Analysis of the Fall 2023 California School Dashboard College/Career Indicator (CCI) showed the percentage of students in the Class of 2023 that qualify as Prepared was 64.1%. However, Homeless students were only 17.4% prepared and Socioeconomically Disadvantaged students were only 51.3% prepared, and English Learners were only 7.7% prepared. There was no performance level for English Learners or Foster Youth. Students completing the UC/CSU A-G requirements was 61.7% districtwide. The combined rate percent for English learners was 7.4% and 46% for Low-income students. There was no data for Foster Youth. While there is no Dashboard data for Foster Youth, CUSD serves Foster Youth and needs to ensure they are graduating and meeting A-G requirements. Internal CUSD data corresponding to the 2023 Dashboard showed that in 2023, while 100% of Foster Youth graduated, no Foster Youth met A-G requirements. Unduplicated count students are in need of support and incentives to increase graduation rates.	Citrus College's Early College Program (dual enrollment) provides unduplicated students access to college credits prior to exiting high school. In order for unduplicated students to participate, they need materials as well as transportation for these classes if they are offered on Citrus's campus. The Advancement Via Individual Determination (AVID) program has proven effectiveness. Although 79% of AVID seniors are from a low socioeconomic status background, and 93% are underrepresented students, 93% complete 4-year college entrance requirements and 86% of AVID students who apply to four-year colleges are accepted (https://www.avid.org/). By giving our Low income, English learners, and Foster Youth extra points on the criteria selection form for the AVID program, we feel this will help them meet their academic potential. Support for unduplicated pupils to access Advanced Placement (AP) and International Baccalaureate (IB) classes and obtain the Seal of Biliteracy and the Seal of Civic Engagement will help to ensure students are college and career ready. An additional secondary counselor is needed to support unduplicated student enrollment in all mentioned programs. The Early College Program, AVID, AP and IB classes, support for the Seals of Biliteracy and Civic Engagement, and the additional secondary counselor are all the the most effective use of funds for low-income students, Foster Youth, and English Learners because our experience has shown that these supports connect students to school and support their high school and A-G completions rates. These actions are being provided on a LEA wide/schoolwide basis because all students can benefit from access to the additional support programs of AVID and Early College Program, access to rigorous AP and IB classes, academic incentives like the Seals of Biliteracy and Civic Engagement, and smaller caseloads of secondary counselors.	Graduation rates, the California Dashboard College/Career Indicator, and A-G completion rates will be utilized to measure these actions' effectiveness.
Goal 1, Actions 3, 35, 36, 39, 41, 42, 53	Standardized Test Scores According to the 2023 Dashboard, CUSD English Language Arts performance level was high at 22 points above standard. However, Homeless students scored in the very low performance level at 75.9 points below standard. In addition, the following student groups fell in the low performance level: English Learners (42.6 pts. below) and Socioeconomically Disadvantaged (12.3 pts.	Targeted interventions will support an increase in academic achievement. Intervention programs, with necessary software and materials, will be utilized for high dosage tutoring. This includes an extended year (summer school) as well as before, during, and after school programs, and Early Literacy programs that target unduplicated students with preferential opportunities to participate. In grades 7-8, specific intervention periods will be offered to support academic success. These actions are the most effective use of funds to support English	CAASPP scores in English Language Arts and Math will be utilized to measure these actions' effectiveness.

below). According to the 2023 Dashboard, CUSD Mathematics performance level was in the medium performance level (green). However, Homeless (100.5 pts. below standard) were in the very low performance level. Based upon the results of the 2023 CAASPP, the Foster Youth mastery of the standards was 17.0% in ELA and 17.0% in Math. Only six students in this subgroup took the CAASPP. Unduplicated count students are in need of targeted interventions and smaller class sizes to build foundational skills in both math and English language arts.	Learners, Low-Income students, and Foster Youth. Research shows that early literacy initiatives and extended-year offerings support these student groups by providing additional access to to learning experiences that may not have been fostered in their pre-schooling years. Teachers will be trained in structured literacy and provided supplemental materials to ensure structured literacy can be implemented. Teachers will utilize Thinking Maps, Write from the Beginning and Beyond, and Path to Proficiency to provide targeted instruction and intervention in writing practices. Additionally, providing technology software to unduplicated count students fills the tech gap that often exists in certain student groups. At sites, specifically at SAHS and Title I schools, we want to reduce class size. Smaller class size has several benefits for students, especially our at-risk Low -Income Students, Foster Youth, and English learners. It allows the coursework to be adapted to fit the needs of the students. Teachers are able to get to know a small group of students faster and tailor their approach according to the learning styles of the group. This prevents students from having to learn about a topic they have already mastered and allows them to move on to the next topic. Smaller classrooms are conducive to hands-on assignments, allowing students to experience firsthand the subjects they are learning about. Smaller classes encourage participation which is an incentive for students to pay attention and become involved. When students feel more motivated to participate in a small class, they tend to get more out of it. Students are able to share their ideas and ask questions about topics they do not understand. Students receive more feedback from instructors which results in a better, more effective learning experience. Students in smaller classes benefit from a more thorough assessment of their work. Finally, there is more opportunity to learn from peers. Students have a better chance to get to know their classmates in smaller classes and benefit from their comments on assignments and presentations. In addition, each student's contribution is acknowledged, particularly in discussion settings. Students are able to learn from one another based on the contributions they make during class. While there is a lot of debate on the effectiveness of class-size reduction, there is consensus that “once the class size fell below about 15, learning increased progressively as class size became smaller” - (Glass and Smith, Meta-Analysis of Research on Class-size and Achievement, 1979). The average class-size at our continuation high school is below 15 students and some intervention courses are also below 15 students. Providing small class-size intervention classes for our 7th and 8th graders is the most effective use of

		funds to support our English Learners, Low-Income students, and Foster Youth in grades 7 and 8. Our reduced class size allows us to provide additional support to the continuation high school students, as well as other sites, who are at-risk of not graduating High School. These actions are being provided on a LEA-wide basis for targeted intervention and a school-wide basis for reduced class size because all students can benefit from intervention and smaller classes.	
Goal 2, Actions 12, 19, 24	When comparing the chronic absenteeism rates for Foster Youth, English learners, and Low-income students to the districtwide rate (16.1%), we again saw that it was higher for all groups. The chronic absenteeism rate was 26.8% higher for Foster Youth, 11.4% higher for Homeless, 2.6% higher for English learner students, and 7.1% higher for Low-income students. Unduplicated count students lack a sense of school connectedness and need ways to communicate their feelings about school and support to create school connections and a positive school culture.	CUSD will administer student, staff, and community surveys. School connectedness and positive school culture will be measured and fostered to raise attendance rates. It is essential that we have survey tools to assess the needs of students, staff and the community and professional development that helps educators identify and overcome barriers to pupil engagement and positive school climate. At the intermediate school, CUSD will add an elective course called 'Panther Ambassadors' and the 'Where Everyone Belongs' club that are designed to promote a positive school culture. At the comprehensive high school, 'Link Crew' will be maintained to promote a positive school culture. Implementing programs that foster positive school culture, and monitoring student opinion of the programs will support increasing attendance rates. These actions are the most effective use of funds for English learners, Foster Youth, and Low-Income students. According to the National Education Association's research brief Importance of School Climate, "A positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students (Thapa et al., 2012)" (p. 1). These actions are being provided on an LEA-wide basis for surveys and a school-wide basis for our secondary school class and club offerings because all students can benefit from positive school culture and sharing their opinions.	Absenteeism rates will be utilized to measure these actions' effectiveness.
Goal 2, Actions 23, 25, 27	When comparing the suspension rates for Foster Youth, Homeless, Low-income students, and English Learners to the districtwide rate (2.3%), we found that it was higher for all groups. In 2022-23, the suspension rate was 13.3% higher for Foster Youth, 6.7% higher for Homeless,	Since the data shows that our English learner, Foster Youth, and Low incomes students have higher suspension rates, we want to continue with 2.0 FTE Board Certified Behavior Analysts (BCBA) to provide behavior coaching, psychotherapy, and support to identified English Learner, Foster Youth, and Low-Income students. They will visit the	Suspension rates will be utilized to measure this action's effectiveness.

	1.8% higher for Low-income students, and 0.7% higher for English Learners. Unduplicated count students need systematic behavior support to increase positive behaviors and decrease suspension rates.	classroom of these students to observe and assess their behavior; meet with their families and teachers to recommend ways to address behavioral issues; develop individual plans to correct, maintain or improve certain behaviors; and help them meet their behavior goals. At all levels, alternatives to suspensions are being implemented to allow certificated teachers to explicitly teach desired behaviors to students in unduplicated count student groups as suspensions are more regularly happening with these student groups. Initial internal data has shown alternatives to suspension and restorative practices are being successful at the intermediate school. Positive Behavioral Interventions and Supports (PBIS) will be provided at all levels to develop an organized, evidence-based, tiered behavior continuum. These actions are the most effective use of funds for English learners, Foster Youth, and Low-Income students. While Medicaid and the Children's Health Insurance Program pay for counselors and therapists for children that need more rigorous treatment off-campus, schools must teach students self-awareness and emotional self-regulation, and identify when a student needs a referral to receive one-on-one treatment. It is our hope that a Board-Certified Behavior Analyst will help us identify and address student behavioral and emotional needs. According to John Hattie's book, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Response to Intervention has an effect size of 1.07 and early intervention has an effect size of 0.47 which are both in the zone of desired effects. "There is also preliminary evidence suggesting that PBIS is associated with sustained changes in schools' internal discipline practices and systems (Bradshaw, Mitchell, & Leaf, in press; Nersesian, Todd, Lehmann, & Watson, 2000; Taylor-Greene & Kartub, 2000) and improved academic performance (Horner et al., in press)" according to Catherine P. Bradshaw, Christine W. Koth, Katherine B. Bevans, Nicholas Ialongo, and Philip J. Leaf, Johns Hopkins Center for the Prevention of Youth Violence 2008 article. BCBAs and PBIS are being provided on a LEA-wide basis because all students can benefit from increased behavioral support. Alternatives to Suspensions and Restorative Practices are being utilized in grades 7-12, with a focus on supporting unduplicated count students, as the majority of suspensions happen in those grade levels to students in these student groups.	

Goal 2, Actions 43, 44, 46	When comparing the chronic absenteeism rates for Foster Youth, Homeless, and Low-income students to the districtwide rate (16.1%), we again saw that it was higher for all groups. The chronic absenteeism rate was 26.8% higher for Foster Youth, 11.4% higher for Homeless, and 7.1% higher for Low-income students. We know that Foster Youth and Low-income students have unique health care needs and often do not have access to needed services. In addition, we realize that there are both acute and chronic psychological and emotional stresses and experiences associated with a socioeconomically disadvantaged or Foster Youth status.	CUSD will provide a health coordinator to ensure support services are available to Low-Income and Foster Youth students and their families. Additionally, CUSD will provide targeted psychological support and therapy, including increased mental health and counseling to ensure these services are available to these students and their families. This includes needed social-emotional learning curriculum at the elementary and secondary levels as well as various survey instruments to measure school connectedness. These actions are the most effective use of funds for English learners, Foster Youth, and Low-Income students. “Approximately 20% of all children have a chronic illness, and about one-third of that number experience consequences severe enough to interfere with school functioning and performance”. Research suggests that professional school counselors and health support services play an important role in effectively addressing student needs and facilitating support. According to the National Center for Children in Poverty, chronic absenteeism in kindergarten has the lowest academic performance in first grade. Poor children who had chronic absenteeism in kindergarten had the lowest performance in reading and math in fifth grade. There has been an increase of 25% of students returning to class when healthcare is offered on-site. Nearly forty percent of youth who needed mental health care between 2011-12 did not receive the necessary treatment, according to the Children’s Defense Fund’s 2014 State of America’s Children report. For families living in poverty, that number reached 45 percent, and for black and Latino children, it was 55 and 46 percent, respectively. The pandemic has only worsened the situation. We want to address that need and would like to provide mental health and counseling services to our low income students in need of this support. Kelly Vaillancourt Strobach, Director of Government and Professional Relations from the National Association of School Psychologists said, “I’m hopeful that some of this decreased focus on the importance of standardized tests may alleviate some of these challenges [behavior challenges] because principals might feel that they’re actually, able to dedicate some more time during their school day to student wellness [mental health and psychotherapy support].” These actions are being provided on a LEA-wide basis because all students can benefit from increased mental and	Absenteeism rates will be utilized to measure these actions' effectiveness.

		physical health support.	
Goal 3, Actions 10, 25, 26	When comparing the chronic absenteeism rates for Foster Youth, English learners, and Low-income students to the districtwide rate (16.1%), we again saw that it was higher for all groups. The chronic absenteeism rate was 26.8% higher for Foster Youth, 11.4% higher for Homeless, 2.6% higher for English learner students, and 7.1% higher for Low-income students. Unduplicated count students need the support of their families to be engaged at school.	Parent Engagement is essential in supporting students at school. By providing parent engagement opportunities, and personnel to coordinate assisting parents of all students, with emphasis on supporting unduplicated students, we can address the absenteeism of individual student groups. Parent Engagement events are the most effective use of funds as connecting families to the school system proves to provide a triangle of support - educator, student, and parent, and encourages accountability and support for English learners, Low-income Students, and Foster Youth. CUSD will maintain two Youth and Family Services liaisons who will oversee parent engagement activities, coordinate with external agencies, and support unduplicated count students and their families. Additionally, CUSD will offer a robust calendar of parent education activities to support student engagement at school. CUSD has learned through feedback from our Educational Partners that the work of our two liaisons is invaluable, and certainly the most effective use of funds to support English learners, Low-income Students, and Foster Youth. The two liaisons have connected relationships with so many unduplicated students, are are often the only reason students are as successful as they can be. These actions are being provided on a LEA-wide basis because all students can benefit from increased parent engagement and the services of the Youth and Family Services Liaisons.	Absenteeism rates will be utilized to measure these actions' effectiveness.
Goal 3, Action 28	Analysis of district K-6 iReady assessments from the 2023-2024 school year found an increase in the number of students scoring Early On Grade Level and Mid or Above on Grade Level in reading from 41% in the beginning of the year to 65% at the end of the year. In the comparison of demographic groups, the percentage of Low Income students who tested Early On Grade Level and Mid or Above Grade in reading at the end of year was 52% compared to 73% for students who are not Low Income. Additionally, English Learners scoring at their grade level in reading at the end of the year was 25% compared to 69% for students who are not English Learners. In Math, the percentage of students scoring Early On Grade Level and Mid or Above on Grade Level increased from 25% in the beginning of the year to 60% at the end of the year. In the comparison of demographic	The Information Services Specials and Clerical Assistant will support the administration of local assessments as well as provide reports to teachers and administrators in formats that are understandable, especially for developing plans of action for our English Learners, Low-income students, and Foster Youth. This action is the most effective use of funds to support English Learners, Low-Income students, and Foster Youth because making data-driven decisions is paramount and these positions provide the information needed for staff to make these decisions. An important component of RtI and intervention programs is assessment data. Data such as universal screening tools, progress monitoring tools, district benchmark assessments, and other formative assessments play an important role in identifying student needs. In order to support the development of assessments and creation of reports of multiple measures school districts need staff knowledgeable on information systems and student data. Claremont USD needs an	Local district benchmark scores in English Language Arts and Math will be utilized to measure this action's effectiveness. The local scores include STAR Reading in grades 7-12 for English Learners. Low-Income students, and Foster Youth; STAR Math in grades 7-8 for English Learners. Low-Income students, and Foster Youth; and iReady in grades K-6 for Foster Youth, English learners, and Low-Income students.

	groups, the percentage of Low Income students who tested Early On Grade Level and Mid or Above Grade in math at the end of year was 45% compared to 68% for students who are not Low Income. Additionally, English Learners scoring at their grade level in math at the end of the year was 21% compared to 63% for students who are not English Learners. STAR Reading and STAR Math were district assessments administered to students in grades 7 and 8 during the 2023-2024 school year. According to research correlating STAR scores with passing CAASPP scores, the percent of 7th and 8th graders who had math STAR scores that correlated to meeting standards on CAASPP was 44% overall, 30% for Low Income students, 9% for English Learners, and 33% for Foster Youth. The number of 7th and 8th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 60% overall, 48% for Low Income students, 0% for English Learners, and 50% for Foster Youth. STAR Reading was a district assessment administered to students in grades 9 through 12 during the 2023-2024 school year. According to research correlating STAR scores with passing CAASPP scores, the number of 11th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 75% overall, 63% for Low Income students, 0% for English Learners, and 50% for Foster Youth. Unduplicated students lack foundational skills in reading and math necessary for success in mastering grade level standards.	information services specialist and an assistant to provide effective and timely support in the organization of student assessment data. This action is being provided on a LEA-wide basis because all students and teachers can benefit from increased data disaggregation of local assessments to gain a clear understanding of student achievement needs.	
Goal 1, Actions 6, 9, 10, 33, 34, 47, 52	Standardized Test Scores According to the 2023 Dashboard, CUSD English Language Arts performance level was high at 22 points above standard. However, Homeless students scored in the very low performance level at 75.9 points below standard. In addition, the following student groups fell in the low performance level: English Learners (42.6 pts. below) and Socioeconomically Disadvantaged (12.3 pts. below). According to the 2023 Dashboard, CUSD Mathematics performance level was in the medium performance level (green). However,	In order to address academic needs of our Low income, English learner students, and Foster Youth, we plan on utilizing Teachers on Special Assignment and intervention support teachers to provide intervention services in ELA and Math to these students that will target their specific areas of growth using baseline data from district (STAR Reading, STAR Math, and iReady) and state assessments. The district assessments provide valuable data that will inform the teachers' intervention strategies. The teachers will also provide professional development, collaborative coaching, and training on effective research-validated strategies (Thinking Maps, Kagan, etc) to teachers in order to support ELs, Low	CAASPP scores in English Language Arts and Math will be utilized to measure these actions' effectiveness.

	Homeless (100.5 pts. below standard) were in the very low performance level. Based upon the results of the 2023 CAASPP, the Foster Youth mastery of the standards was 17.0% in ELA and 17.0% in Math. Only six students in this subgroup took the CAASPP. Unduplicated count students are in need of research-based interventions administered by qualified teachers and specialists to build foundational skills in both math and English language arts. In order to do this, baseline data and progress monitoring must be in place.	Income, and Foster Youth students. This includes professional development in the Science of Reading and structured literacy to ensure that Tier I and II interventions are given early and immediately to our English learners, Low income, and Foster Youth students. Additionally, we need to implement comprehensive leadership development for students, teachers, support staff, and administrators so they can better serve unduplicated students. Providing collaboration time to staff (classified and certificated) that work with our English Learners, Foster Youth, and Low-income students is crucial. This dialogue allows them to determine how best to meet the unique needs of these students and ensure smoother transitions at key grade levels (TK/K, Grade 6/7, and Grades 8/9). The Director of Intervention and English Learner Programs monitors all aspects of intervention services for our at-risk students, especially our Foster Youth and Low income students. She ensures that supplemental instructional materials are utilized in the most efficient and effective way for these students and works closely with the school sites to make certain that these students are receiving the necessary intervention services during and after the school day, especially in ELA and Math. These actions are the most effective use of funds for English learners, Foster Youth, and Low-Income students. Dufour, Eaker, and Dufour stated in the foreword of their well-known book On Common Ground: The Power of Professional Learning Communities, "…teacher collaboration improves the quality of teaching and pays big, often immediate dividends in student learning". These actions are being provided on a LEA-wide basis because all students can benefit from increased collaboration between and support from teachers and specialists on campus.	

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 21	IB/AP participation data shows that Foster Youth and Low Income students have, at times, struggled to gain equal access to programs such as AP/IB, largely due to family financial constraints as there are fees for exams in these programs as well as fees to take the PSAT at school. In addition, parents of these students have reached out throughout the year requesting support in this area.	These actions will provide funding for Foster Youth and Low Income students to ensure access to programs and exams such as AP/IB and PSAT.	AP/IB participation rate and test completion rates will be utilized to measure this actions effectiveness.
Goal 1, Actions 24, 44, 45, 48, 49; Goal 3, Actions 14, 20	ELPAC test scores, CAASPP scores, and reclassification rates indicate that our EL students are struggling in both ELA and mathematics. In addition, our EL parents continue to request support in assisting their students at home in academics as well as translations, other than just Spanish, although CUSD does not meet the 15% threshold in any language.	These actions will allow CUSD to provide targeted staff development and intervention materials to teachers who serve ELs and LTELSs, including teachers in the Dual Language Immersion Program and EL Facilitators, so they can utilize effective strategies with EL students. Secondary English learners will have support classes available at their EL level to support targeted instruction. EL facilitators will also be able to help support teachers as well as parents in how to best provide additional support to their students. An EL paraeducator will provide additional services to English Learners. Additionally, providing translations in all languages when requested will provide a much-needed service to our families.	We will monitor progress in increasing student achievement of our EL students with ELPAC and CAASPP scores, reclassification rates, and feedback provided by parents and families.
Goal 2, Action 53	Absenteeism rates amongst Foster Youth have indicated that there is a need to provide basic necessities for our Foster Youth such as backpacks, clothing and shoes, transportation, etc. Additionally, our Liaisons of Foster Youth and Family Services receive multiple requests for needed supplies on a daily basis.	By providing Foster Youth the basic necessities needed for school, students can feel more comfortable and motivated to attend school and be able to participate equally.	Absenteeism rates will be monitored to ensure that students are coming to school and accessing their education as well as feedback from our foster parents.

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.

NA

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.

CUSD does not receive any concentration funding; therefore, a response to this prompt is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-2027	$71,158,814.00	$5,771,557.00	8.11%	0.00%	8.11%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$82,088,428.00	$2,840,412.00	$6,571,332.00	$623,862.00	$92,124,034.00	$83,897,864.00	$8,226,170.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Districtwide Initiatives	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	2	California Standards Aligned Staff Development	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$45,000	$50,000	$50,000	$0	$0	$45,000	$95,000	0.00%
1	3	Thinking Maps Training	Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, K-6	Ongoing	$42,000	$37,500	$79,500	$0	$0	$0	$79,500	0.00%
1	4	Staff Development and Supplies	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$15,000	$15,000	$0	$0	$0	$15,000	0.00%
1	5	Instructional Materials	All	No				Ongoing	$0	$550,000	$550,000	$0	$0	$0	$550,000	0.00%
1	6	Teachers on Special Assignment	Homeless, English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$553,351	$0	$406,891	$146,460	$0	$0	$553,351	0.00%

1	7	Arts and SEL Teacher on Special Assignment	English learner (EL), Low Income, Homeless, Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$173,324	$1,500	$174,824	$0	$0	$0	$174,824	0.00%
1	8	Professional Development Committee	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	9	Collaboration and Vertical Articulation	Homeless, Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$80,000	$10,000	$50,000	$0	$0	$40,000	$90,000	0.00%
1	10	Diagnostics and Progress Monitoring Tools	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$130,000	$130,000	$0	$0	$0	$130,000	0.00%
1	11	Monitor ELs, LTELs, and RFEPs	Long-term English learner, English learner (EL)	No				Ongoing	$2,000	$10,000	$0	$0	$0	$12,000	$12,000	0.00%
1	12	Ethnic Studies	All	No				Ongoing	$5,000	$11,000	$0	$16,000	$0	$0	$16,000	0.00%
1	13	Secondary School Plans for Student Achievement (SPSAs)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	14	Equitable Grading Practices	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	15	Rigorous and Relevant Coursework	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	16	Equitable Access	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	17	Policies and Practices	Foster Youth, Homeless	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	18	AP and IBDP	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 9-12	Ongoing	$100,000	$35,000	$20,000	$115,000	$0	$0	$135,000	0.00%
1	19	UC/CSU A-G Course Completion	All	No				Ongoing	$5,000	$5,000	$0	$0	$0	$10,000	$10,000	0.00%

1	20	International Baccalaureate Middle Years Programme (IBMYP)	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans, 7-10, Specific Schools, El Roble Intermediate School and Claremont High School	Ongoing	$216,788	$25,000	$241,788	$0	$0	$0	$241,788	0.00%
1	21	AP/IB and PSAT Testing	Low Income, Homeless, Foster Youth	Yes	Limited	Foster Youth, Low Income	Specific Schools, Claremont High School	Ongoing	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
1	22	Dual Enrollment	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools, Claremont High School and San Antonio High School	Ongoing	$5,000	$6,000	$11,000	$0	$0	$0	$11,000	0.00%
1	23	Seal of Biliteracy and Civic Engagement	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$30,500	$10,000	$40,500	$0	$0	$0	$40,500	0.00%
1	24	Dual Language Immersion	English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, Mountain View Elementary and El Roble Intermediate School	Ongoing	$142,000	$50,000	$42,000	$150,000	$0	$0	$192,000	0.00%
1	25	AVID Program	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$488,614	$65,000	$553,614	$0	$0	$0	$553,614	0.00%
1	26	Credit Opportunities	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	27	Career Technical Education Pathways	All	No				Ongoing	$1,177,332	$59,000	$24,000	$0	$1,177,332	$35,000	$1,236,332	0.00%
1	28	CTE Pathways	All	No				Ongoing	$0	$50,000	$50,000	$0	$0	$0	$50,000	0.00%
1	29	CTE Partnerships	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	30	Multi-Tiered Systems of Support (MTSS)	All	No				Ongoing	$205,000	$60,000	$0	$0	$0	$265,000	$265,000	0.00%

1	31	Achievement Gaps	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	32	CLASP	All	No				Ongoing	$0	$15,000	$0	$15,000	$0	$0	$15,000	0.00%
1	33	Intervention Teachers	All, English learner (EL), Foster Youth, Homeless, Low Income	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	Specific Grade Spans, K-6	Ongoing	$1,071,866	$0	$1,071,866	$0	$0	$0	$1,071,866	0.00%
1	34	Intervention Services	Low Income, Long-term English learner, English learner (EL), Foster Youth, Homeless	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$115,000	$42,605	$157,605	$0	$0	$0	$157,605	0.00%
1	35	Structured Literacy	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$30,000	$29,000	$20,000	$39,000	$0	$0	$59,000	0.00%
1	36	Supplemental Materials	English learner (EL), Foster Youth, Homeless, Low Income, Long-term English learner	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$55,000	$30,000	$25,000	$0	$0	$55,000	0.00%
1	37	Special Education	Student with Disabilities (SWD)	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
1	38	Credit Recovery	All	No				Ongoing	$0	$65,000	$65,000	$0	$0	$0	$65,000	0.00%

1	39	Extended Year	Foster Youth, Homeless, Low Income, Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$61,000	$500	$45,000	$16,500	$0	$0	$61,500	0.00%
1	40	Co-teaching	Student with Disabilities (SWD)	No				Ongoing	$4,000	$1,000	$0	$5,000	$0	$0	$5,000	0.00%
1	41	Technology Software	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$60,000	$50,000	$10,000	$0	$0	$60,000	0.00%
1	42	Foundations for Academic Success	Low Income, Foster Youth	Yes	Schoolwide	Low Income, Foster Youth	Specific Grade Spans, 7-8	Ongoing	$91,054	$0	$91,054	$0	$0	$0	$91,054	0.00%
1	43	English Language Development	English learner (EL), Long-term English learner	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	44	ELD Materials	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$25,000	$20,000	$0	$0	$5,000	$25,000	0.00%
1	45	ELD Staff Development	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$10,000	$10,000	$20,000	$0	$0	$0	$20,000	0.00%
1	46	Monitor Implementation of ELD	English learner (EL), Long-term English learner	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	47	Director of Intervention and English Learner Programs	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$225,280	$0	$225,280	$0	$0	$0	$225,280	0.00%

1	48	Support Immigrant/Newcomers	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$59,836	$0	$30,974	$0	$0	$28,862	$59,836	0.00%
1	49	ELD Support Class	English learner (EL)	Yes	Limited	English learner (EL)	Specific Grade Spans, 7-12	Ongoing	$30,267	$0	$30,267	$0	$0	$0	$30,267	0.00%
1	50	Digital Environments	All	No				Ongoing	$0	$240,000	$0	$0	$240,000	$0	$240,000	0.00%
1	51	Educational Technology	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$45,000	$10,000	$25,000	$0	$0	$30,000	$55,000	0.00%
1	52	Leadership Development	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,000	$25,000	$7,000	$0	$0	$20,000	$27,000	0.00%
1	53	Class Size Reduction	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$393,621	$0	$393,621	$0	$0	$0	$393,621	0.00%
1	54	Expansion of Academic Courses	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	55	SPED TOSA	Student with Disabilities (SWD)	No				Ongoing	$336,000	$0	$336,000	$0	$0	$0	$336,000	0.00%
1	56	SPED Articulation Meetings	Student with Disabilities (SWD)	No				Ongoing	$4,000	$0	$0	$0	$4,000	$0	$4,000	0.00%
1	57	SPED Extended School Year	Student with Disabilities (SWD)	No				Ongoing	$500,000	$45,000	$0	$0	$545,000	$0	$545,000	0.00%
2	1	Extracurricular and Co-curricular Student Activities	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	2	After-school Opportunities for Elementary Students (ELOP)	Foster Youth, Homeless, Low Income, English learner (EL)	No				Ongoing	$10,000	$858,000	$0	$868,000	$0	$0	$868,000	0.00%
2	3	Mentorship Opportunities for Foster Youth	Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	4	TK-12 Visual and Performing Arts	All	No				Ongoing	$850,369	$150,065	$0	$1,000,434	$0	$0	$1,000,434	0.00%
2	5	El Roble Locker Room Renovation	All	No				Ongoing	$0	$3,000,000	$0	$0	$3,000,000	$0	$3,000,000	0.00%

2	6	Local Arts Partnerships	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	7	Elementary Instrumental Music Instruction	All	Yes	LEA-wide	Low Income	Specific Grade Spans, 4-6	Ongoing	$156,338	$5,000	$5,000	$156,338	$0	$0	$161,338	0.00%
2	8	Site Art Lead Teachers (SALTs)	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$25,000	$20,000	$30,000	$15,000	$0	$0	$45,000	0.00%
2	9	Secondary Scheduling	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	10	Digital Literacy Education	All	No				Ongoing	$0	$5,000	$0	$0	$0	$5,000	$5,000	0.00%
2	11	Student Leadership Development	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	12	Link Crew/Where Everyone Belongs	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Claremont High School and El Roble Intermediate School	Ongoing	$32,000	$20,000	$30,000	$0	$0	$22,000	$52,000	0.00%
2	13	Student Retention Programs	All	No				Ongoing	$0	$55,000	$55,000	$0	$0	$0	$55,000	0.00%
2	14	Attendance Awareness/Chronic Absenteeism	All	No				Ongoing	$0	$42,000	$42,000	$0	$0	$0	$42,000	0.00%
2	15	Attendance Support and School Stability	Foster Youth, Homeless	No				Ongoing	$0	$80,000	$0	$0	$0	$80,000	$80,000	0.00%
2	16	Graduation Improvement for Foster Youth	Foster Youth, Homeless	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	17	Partial Credit Policy	Foster Youth, Homeless	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	18	Equity	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	19	District Connectedness	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
2	20	School Stability	Foster Youth, Homeless	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	21	Foster Youth Placement	Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	22	Professional Development	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$20,000	$20,000	$10,000	$30,000	$0	$0	$40,000	0.00%

2	23	Positive Behavioral Intervention and Supports (PBIS) and Multi-tiered System of Supports (MTSS)	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
2	24	Panther Ambassadors	Low Income, Foster Youth, Homeless	Yes	Schoolwide	Low Income, Foster Youth	Specific Schools, El Roble Intermediate School	Ongoing	$21,579	$0	$21,579	$0	$0	$0	$21,579	0.00%
2	25	Alternatives to Suspension	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, 7-12	Ongoing	$10,000	$18,000	$28,000	$0	$0	$0	$28,000	0.00%
2	26	Student Resource Team (SRT)	Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	27	Board Certified Behavior Analysts (BCBA) Support for English Learners, Foster Youth, and Low-Income Students	English learner (EL), Foster Youth, Low Income, Homeless	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$337,554	$0	$177,174	$160,380	$0	$0	$337,554	0.00%
2	28	Registered Behavior Technicians	All	No				Ongoing	$574,822	$0	$574,822	$0	$0	$0	$574,822	0.00%
2	29	TK-12 Academic Pathways	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	30	Graduation Policy	Foster Youth, Homeless	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	31	Student Participation in Academic Pathways	All	No				Ongoing	$8,000	$0	$0	$0	$0	$8,000	$8,000	0.00%
2	32	Life Skills Curriculum	Foster Youth, Homeless	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	33	Social and Emotional Learning and Enrichment Activities	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$10,000	$20,000	$30,000	$0	$0	$0	$30,000	0.00%
2	34	Support Positive Teacher-Student Relationships	All	No				Ongoing	$5,000	$5,000	$0	$10,000	$0	$0	$10,000	0.00%
2	35	Drug, Alcohol, Tobacco, and Vaping Prevention/Intervention	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	36	Vaping Intervention	All	No				Ongoing	$0	$7,000	$0	$7,000	$0	$0	$7,000	0.00%
2	37	Tobacco Use Prevention Education	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	38	Communication/Emergency Protocols	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

2	39	Wellness Resources	All	No				Ongoing	$0	$5,000	$0	$0	$5,000	$0	$5,000	0.00%
2	40	Secondary Counselor Support	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$299,673	$0	$299,673	$0	$0	$0	$299,673	0.00%
2	41	Mental Health/Substance Abuse Counseling	All	No				Ongoing	$0	$35,000	$0	$35,000	$0	$0	$35,000	0.00%
2	42	Elementary Counseling Services	All	No				Ongoing	$147,549	$0	$147,549	$0	$0	$0	$147,549	0.00%
2	43	Additional Psychologist	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$48,914	$0	$48,914	$0	$0	$0	$48,914	0.00%
2	44	Clinical Therapists	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$391,008	$0	$391,008	$0	$0	$0	$391,008	0.00%
2	45	Additional Secondary Mental Health and Counseling Services	All	No				Ongoing	$0	$20,000	$20,000	$0	$0	$0	$20,000	0.00%
2	46	Health Coordinator Support	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	$46,436	$0	$46,436	$0	$0	$0	$46,436	0.00%
2	47	Campus Safety	All	No				Ongoing	$0	$120,000	$120,000	$0	$0	$0	$120,000	0.00%
2	48	Security Monitoring	All	No				Ongoing	$0	$30,000	$30,000	$0	$0	$0	$30,000	0.00%
2	49	Behavioral and Mental Health Staff Development	All	No				Ongoing	$0	$8,000	$0	$0	$0	$8,000	$8,000	0.00%
2	50	Campus Monitor Staff Development	All	No				Ongoing	$3,500	$0	$3,500	$0	$0	$0	$3,500	0.00%
2	51	Student Social Services Support	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	52	Online Parent Resources	Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	53	Basic Support Services	Foster Youth, Homeless	Yes	Limited	Foster Youth	All Schools	Ongoing	$0	$20,000	$20,000	$0	$0	$0	$20,000	0.00%
2	54	De-escalation Training	Student with Disabilities (SWD)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	1	Optimize Communication	All	No				Ongoing	$0	$60,000	$60,000	$0	$0	$0	$60,000	0.00%
3	2	Communication Coordination	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	3	Community Advisory Council	Student with Disabilities (SWD)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	4	Communication and Supports for Foster Youth and Families	Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	5	Foster Youth Advisory Council	Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

3	6	School Newsletters	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	7	Mental Health Resources	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	8	Student Support	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	9	School-based Parent Engagement	All	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
3	10	District-based Parent Engagement	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$20,000	$20,000	$0	$0	$0	$20,000	0.00%
3	11	Parent Information Night for English Learners	English learner (EL)	No				Ongoing	$300	$0	$0	$300	$0	$0	$300	0.00%
3	12	English Learner Communication	English learner (EL)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	13	Academic Progress and Communication on UC-CSU A-G Requirements	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	14	Translations	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$20,000	$15,000	$0	$0	$5,000	$20,000	0.00%
3	15	Advocacy and Engagement	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	16	Equity Advisory Council (EAC)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	17	Parent Advisory Groups	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	18	Special Education Advisory Council	Student with Disabilities (SWD)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	19	Special Needs District Support Group	Student with Disabilities (SWD)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	20	English Learner Facilitator	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$10,400	$0	$10,400	$0	$0	$0	$10,400	0.00%
3	21	Preschool Parent Involvement	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	22	Colleges, Universities, and Community Organization Partnerships	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

3	23	Claremont Educational Foundation	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	24	Student Support Services	Homeless, Foster Youth	No				Ongoing	$0	$5,000	$0	$0	$0	$5,000	$5,000	0.00%
3	25	Youth and Family Services Liaison	English learner (EL), Foster Youth, Low Income, Homeless	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$90,877	$0	$90,877	$0	$0	$0	$90,877	0.00%
3	26	Senior Liaison of Youth and Family Services	Low Income, Foster Youth, English learner (EL), Homeless, Long-term English learner	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$200,988	$0	$200,988	$0	$0	$0	$200,988	0.00%
3	27	Family and Community Engagement	All	No				Ongoing	$0	$78,000	$78,000	$0	$0	$0	$78,000	0.00%
3	28	Information Services Specialist and Clerical Assistant	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$238,724	$0	$238,724	$0	$0	$0	$238,724	0.00%
3	29	Child and Adult Care Food Program (CACFP)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	1	Balanced Budget	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	2	Fiscal Status Reporting	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	3	Attendance Rates	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	4	Ensure Adequate Funding	Low Income, Foster Youth, English learner (EL)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	5	Staffing	All	No				Ongoing	$74,109,000	$0	$74,109,000	$0	$0	$0	$74,109,000	0.00%
4	6	Salaries	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	7	New Teachers	All	No				Ongoing	$0	$52,000	$52,000	$0	$0	$0	$52,000	0.00%
4	8	Interdepartmental Operations	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	9	Human Capital Management (HCM)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

4	10	Payroll Services	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	11	Nutrition	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	12	School Menus	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	13	Wellness Committee	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	14	Vegetarian Menu Options	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	15	Nutrition Education	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	16	Facilities	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	17	Gender Neutral Restrooms	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	18	School Facilities Funding Program	All	No				Ongoing	$0	$75,000	$0	$0	$75,000	$0	$75,000	0.00%
4	19	Facilities Needs Assessment	All	No				Ongoing	$0	$225,000	$0	$0	$225,000	$0	$225,000	0.00%
4	20	Technology Infrastructure	All	No				Ongoing	$0	$1,300,000	$0	$0	$1,300,000	$0	$1,300,000	0.00%

2026-2027 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
$71,158,814.00	$5,771,557.00	8.11%	0.00% - No Carryover	8.11%	$5,771,557.00	0.00%	8.11%	**Total:**	$5,771,557.00
								LEA-wide Total:	$5,154,495.00
								Limited Total:	$193,641.00
								Schoolwide Total:	$423,421.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	California Standards Aligned Staff Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$50,000.00	0.00%
1	3	Thinking Maps Training	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, K-6	$79,500.00	0.00%
1	4	Staff Development and Supplies	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$15,000.00	0.00%
1	6	Teachers on Special Assignment	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$406,891.00	0.00%
1	7	Arts and SEL Teacher on Special Assignment	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$174,824.00	0.00%
1	9	Collaboration and Vertical Articulation	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$50,000.00	0.00%

1	10	Diagnostics and Progress Monitoring Tools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$130,000.00	0.00%
1	18	AP and IBDP	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 9-12	$20,000.00	0.00%
1	20	International Baccalaureate Middle Years Programme (IBMYP)	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans, 7-10, Specific Schools, El Roble Intermediate School and Claremont High School	$241,788.00	0.00%
1	21	AP/IB and PSAT Testing	Yes	Limited	Foster Youth, Low Income	Specific Schools, Claremont High School	$5,000.00	0.00%
1	22	Dual Enrollment	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools, Claremont High School and San Antonio High School	$11,000.00	0.00%
1	23	Seal of Biliteracy and Civic Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$40,500.00	0.00%
1	24	Dual Language Immersion	Yes	Limited	English learner (EL)	Specific Schools, Mountain View Elementary and El Roble Intermediate School	$42,000.00	0.00%
1	25	AVID Program	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$553,614.00	0.00%
1	33	Intervention Teachers	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	Specific Grade Spans, K-6	$1,071,866.00	0.00%
1	34	Intervention Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$157,605.00	0.00%
1	35	Structured Literacy	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$20,000.00	0.00%
1	36	Supplemental Materials	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$30,000.00	0.00%
1	39	Extended Year	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$45,000.00	0.00%
1	41	Technology Software	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$50,000.00	0.00%

1	42	Foundations for Academic Success	Yes	Schoolwide	Low Income, Foster Youth	Specific Grade Spans, 7-8	$91,054.00	0.00%
1	44	ELD Materials	Yes	Limited	English learner (EL)	All Schools	$20,000.00	0.00%
1	45	ELD Staff Development	Yes	Limited	English learner (EL)	All Schools	$20,000.00	0.00%
1	47	Director of Intervention and English Learner Programs	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$225,280.00	0.00%
1	48	Support Immigrant/Newcomers	Yes	Limited	English learner (EL)	All Schools	$30,974.00	0.00%
1	49	ELD Support Class	Yes	Limited	English learner (EL)	Specific Grade Spans, 7-12	$30,267.00	0.00%
1	51	Educational Technology	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$25,000.00	0.00%
1	52	Leadership Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$7,000.00	0.00%
1	53	Class Size Reduction	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$393,621.00	0.00%
2	7	Elementary Instrumental Music Instruction	Yes	LEA-wide	Low Income	Specific Grade Spans, 4-6	$5,000.00	0.00%
2	8	Site Art Lead Teachers (SALTs)	Yes	LEA-wide	Low Income	All Schools	$30,000.00	0.00%
2	12	Link Crew/Where Everyone Belongs	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Claremont High School and El Roble Intermediate School	$30,000.00	0.00%
2	19	District Connectedness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,000.00	0.00%
2	22	Professional Development	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$10,000.00	0.00%
2	23	Positive Behavioral Intervention and Supports (PBIS) and Multi-tiered System of Supports (MTSS)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,000.00	0.00%
2	24	Panther Ambassadors	Yes	Schoolwide	Low Income, Foster Youth	Specific Schools, El Roble Intermediate School	$21,579.00	0.00%
2	25	Alternatives to Suspension	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, 7-12	$28,000.00	0.00%

2	27	Board Certified Behavior Analysts (BCBA) Support for English Learners, Foster Youth, and Low-Income Students	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$177,174.00	0.00%
2	33	Social and Emotional Learning and Enrichment Activities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$30,000.00	0.00%
2	40	Secondary Counselor Support	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$299,673.00	0.00%
2	43	Additional Psychologist	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$48,914.00	0.00%
2	44	Clinical Therapists	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$391,008.00	0.00%
2	46	Health Coordinator Support	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$46,436.00	0.00%
2	53	Basic Support Services	Yes	Limited	Foster Youth	All Schools	$20,000.00	0.00%
3	10	District-based Parent Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$20,000.00	0.00%
3	14	Translations	Yes	Limited	English learner (EL)	All Schools	$15,000.00	0.00%
3	20	English Learner Facilitator	Yes	Limited	English learner (EL)	All Schools	$10,400.00	0.00%
3	25	Youth and Family Services Liaison	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$90,877.00	0.00%
3	26	Senior Liaison of Youth and Family Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$200,988.00	0.00%
3	28	Information Services Specialist and Clerical Assistant	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$238,724.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$90,254,929.00	$88,809,416.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Districtwide Initiatives	No	$0.00	$0.00
1	2	California Standards Aligned Staff Development	No	$85,000.00	$120,289.00
1	3	Thinking Maps Training	No	$15,000.00	$0.00
1	4	Staff Development and Supplies	Yes	$15,000.00	$15,000.00
1	5	Instructional Materials	No	$550,000.00	$567,000.00
1	6	Teachers on Special Assignment	Yes	$1,655,436.00	$1,669,283.00
1	7	Arts and SEL Teacher on Special Assignment	Yes	$179,710.00	$179,074.00
1	8	Professional Development Committee	No	$0.00	$0.00
1	9	Collaboration and Vertical Articulation	Yes	$174,000.00	$172,000.00
1	10	Diagnostics and Progress Monitoring Tools	Yes	$130,000.00	$158,165.00
1	11	Monitor ELs, LTELs, and RFEPs	No	$14,000.00	$16,035.00
1	12	Ethnic Studies	No	$16,000.00	$16,657.00
1	13	Secondary School Plans for Student Achievement (SPSAs)	No	$0.00	$0.00
1	14	Equitable Grading Practices	No	$0.00	$0.00
1	15	Rigorous and Relevant Coursework	No	$0.00	$0.00
1	16	Equitable Access	No	$0.00	$0.00
1	17	Policies and Practices	No	$0.00	$0.00
1	18	AP and IBDP	No	$110,000.00	$110,000.00
1	19	UC/CSU A-G Course Completion	No	$20,000.00	$16,273.00
1	20	International Baccalaureate Middle Years Programme (IBMYP)	Yes	$204,434.00	$203,000.00
1	21	AP/IB and PSAT Testing	Yes	$7,500.00	$7,500.00
1	22	Dual Enrollment	Yes	$8,000.00	$8,000.00

1	23	Seal of Biliteracy and Civic Engagement	Yes	$40,500.00	$38,000.00
1	24	Dual Language Immersion	No	$20,000.00	$31,758.00
1	25	AVID Program	Yes	$513,900.00	$526,674.00
1	26	Credit Opportunities	No	$0.00	$0.00
1	27	Career Technical Education Pathways	No	$1,150,234.00	$1,150,234.00
1	28	CTE Pathways	No	$31,000.00	$31,000.00
1	29	CTE Partnerships	No	$0.00	$0.00
1	30	Multi-Tiered Systems of Support (MTSS)	No	$384,000.00	$384,000.00
1	31	Achievement Gaps	No	$0.00	$0.00
1	32	CLASP	No	$15,000.00	$15,000.00
1	33	Intervention Teachers	No	$961,692.00	$988,486.00
1	34	Intervention Services	Yes	$136,287.00	$136,287.00
1	35	Structured Literacy	Yes	$79,000.00	$80,523.00
1	36	Supplemental Materials	No	$50,000.00	$35,000.00
1	37	Special Education	No	$5,000.00	$10,000.00
1	38	Credit Recovery	No	$65,000.00	$61,241.00
1	39	Extended Year	Yes	$113,500.00	$112,000.00
1	40	Co-teaching	No	$5,000.00	$4,435.00
1	41	Technology Software	Yes	$50,000.00	$77,733.00
1	42	Foundations for Academic Success	Yes	$88,080.00	$89,851.00
1	43	English Language Development	No	$0.00	$0.00
1	44	ELD Materials	No	$5,000.00	$4,400.00
1	45	ELD Staff Development	Yes	$49,657.00	$210.00
1	46	Monitor Implementation of ELD	No	$0.00	$0.00
1	47	Director of Intervention and English Learner Programs	Yes	$223,152.00	$225,280.00
1	48	Support Immigrant/Newcomers	Yes	$59,509.00	$59,996.00
1	49	ELD Support Class	No	$0.00	$30,267.00

1	50	Digital Environments	No	$105,000.00	$142,240.00
1	51	Educational Technology	No	$20,000.00	$42,343.00
1	52	Leadership Development	Yes	$80,000.00	$80,000.00
1	53	Class Size Reduction	Yes	$177,955.00	$436,897.00
1	54	Expansion of Academic Courses	No	$0.00	$0.00
1	55	SPED TOSA	No	$0.00	$168,000.00
2	1	Extracurricular and Co-curricular Student Activities	No	$0.00	$0.00
2	2	After-school Opportunities for Elementary Students (ELOP)	No	$935,000.00	$935,000.00
2	3	Mentorship Opportunities for Foster Youth	No	$0.00	$0.00
2	4	TK-12 Visual and Performing Arts	No	$900,000.00	$900,000.00
2	5	El Roble Locker Room Renovation	No	$3,000,000.00	$174,050.00
2	6	Local Arts Partnerships	No	$0.00	$0.00
2	7	Elementary Instrumental Music Instruction	Yes	$145,000.00	$145,000.00
2	8	Site Art Lead Teachers (SALTs)	Yes	$30,000.00	$52,222.00
2	9	Secondary Scheduling	No	$0.00	$0.00
2	10	Digital Literacy Education	No	$5,000.00	$5,000.00
2	11	Student Leadership Development	No	$0.00	$0.00
2	12	Link Crew/Where Everyone Belongs	No	$27,000.00	$29,000.00
2	13	Student Retention Programs	No	$55,000.00	$63,346.00
2	14	Attendance Awareness/Chronic Absenteeism	No	$42,000.00	$42,000.00
2	15	Attendance Support and School Stability	No	$60,000.00	$100,000.00
2	16	Graduation Improvement for Foster Youth	No	$0.00	$0.00
2	17	Partial Credit Policy	No	$0.00	$0.00
2	18	Equity	No	$0.00	$0.00

2	19	District Connectedness	Yes	$25,000.00	$4,800.00
2	20	School Stability	No	$0.00	$0.00
2	21	Foster Youth Placement	No	$0.00	$0.00
2	22	Professional Development	Yes	$35,000.00	$29,679.00
2	23	Positive Behavioral Intervention and Supports (PBIS) and Multi-tiered System of Supports (MTSS)	No	$5,000.00	$8,000.00
2	24	Panther Ambassadors	Yes	$20,655.00	$20,841.00
2	25	Alternatives to Suspension	Yes	$109,000.00	$105,000.00
2	26	Student Resource Team (SRT)	No	$0.00	$0.00
2	27	Board Certified Behavior Analysts (BCBA) Support for English Learners, Foster Youth, and Low-Income Students	Yes	$334,919.00	$337,684.00
2	28	Registered Behavior Technicians	No	$566,917.00	$572,586.00
2	29	TK-12 Academic Pathways	No	$0.00	$0.00
2	30	Graduation Policy	No	$0.00	$0.00
2	31	Student Participation in Academic Pathways	No	$8,000.00	$6,000.00
2	32	Life Skills Curriculum	No	$0.00	$2,490.00
2	33	Social and Emotional Learning and Enrichment Activities	Yes	$30,000.00	$20,500.00
2	34	Support Positive Teacher-Student Relationships	No	$10,000.00	$8,500.00
2	35	Drug, Alcohol, Tobacco, and Vaping Prevention/Intervention	No	$46,172.00	$46,172.00
2	36	Vaping Intervention	No	$3,500.00	$7,000.00
2	37	Tobacco Use Prevention Education	No	$0.00	$0.00
2	38	Communication/Emergency Protocols	No	$0.00	$0.00
2	39	Wellness Resources	No	$26,000.00	$30,000.00
2	40	Secondary Counselor Support	Yes	$269,909.00	$293,229.00

2	41	Mental Health/Substance Abuse Counseling	No	$40,000.00	$32,000.00
2	42	Elementary Counseling Services	No	$150,780.00	$150,780.00
2	43	Additional Psychologist	Yes	$48,460.00	$48,913.00
2	44	Clinical Therapists	Yes	$387,881.00	$391,520.00
2	45	Additional Secondary Mental Health and Counseling Services	No	$20,000.00	$20,000.00
2	46	Health Coordinator Support	Yes	$43,864.00	$44,271.00
2	47	Campus Safety	No	$0.00	$0.00
2	48	Security Monitoring	No	$30,000.00	$30,000.00
2	49	Behavioral and Mental Health Staff Development	No	$8,000.00	$8,000.00
2	50	Campus Monitor Staff Development	No	$16,500.00	$16,500.00
2	51	Student Social Services Support	No	$0.00	$0.00
2	52	Online Parent Resources	No	$0.00	$0.00
2	53	Basic Support Services	Yes	$20,000.00	$18,000.00
3	1	Optimize Communication	No	$60,000.00	$60,000.00
3	2	Communication Coordination	No	$0.00	$0.00
3	3	Community Advisory Council	No	$0.00	$0.00
3	4	Communication and Supports for Foster Youth and Families	No	$0.00	$0.00
3	5	Foster Youth Advisory Council	No	$0.00	$0.00
3	6	School Newsletters	No	$0.00	$0.00
3	7	Mental Health Resources	No	$0.00	$0.00
3	8	Student Support	No	$0.00	$0.00
3	9	School-based Parent Engagement	No	$10,000.00	$8,000.00
3	10	District-based Parent Engagement	Yes	$10,000.00	$6,250.00
3	11	Parent Information Night for English Learners	No	$300.00	$300.00
3	12	English Learner	No	$0.00	$0.00

		Communication			
3	13	Academic Progress and Communication on UC-CSU A-G Requirements	No	$0.00	$0.00
3	14	Translations	Yes	$15,000.00	$7,000.00
3	15	Advocacy and Engagement	No	$0.00	$0.00
3	16	Equity Advisory Council (EAC)	No	$0.00	$0.00
3	17	Parent Advisory Groups	No	$0.00	$0.00
3	18	Special Education Advisory Council	No	$0.00	$0.00
3	19	Special Needs District Support Group	No	$0.00	$0.00
3	20	English Learner Facilitator	Yes	$13,698.00	$10,396.00
3	21	Preschool Parent Involvement	No	$0.00	$0.00
3	22	Colleges, Universities, and Community Organization Partnerships	No	$0.00	$0.00
3	23	Claremont Educational Foundation	No	$0.00	$0.00
3	24	Student Support Services	No	$30,000.00	$30,000.00
3	25	Youth and Family Services Liaison	Yes	$90,364.00	$91,123.00
3	26	Senior Liaison of Youth and Family Services	Yes	$199,683.00	$189,780.00
3	27	Family and Community Engagement	No	$78,000.00	$60,000.00
3	28	Information Services Specialist and Clerical Assistant	Yes	$233,937.00	$238,445.00
3	29	Child and Adult Care Food Program (CACFP)	No	$0.00	$0.00
4	1	Balanced Budget	No	$0.00	$0.00
4	2	Fiscal Status Reporting	No	$0.00	$0.00
4	3	Attendance Rates	No	$0.00	$0.00
4	4	Ensure Adequate Funding	No	$0.00	$0.00
4	5	Staffing	No	$74,000,000.00	$74,740,000.00
4	6	Salaries	No	$0.00	$0.00

4	7	New Teachers	No	$52,000.00	$46,648.00
4	8	Interdepartmental Operations	No	$0.00	$0.00
4	9	Human Capital Management (HCM)	No	$0.00	$0.00
4	10	Payroll Services	No	$0.00	$0.00
4	11	Nutrition	No	$0.00	$0.00
4	12	School Menus	No	$0.00	$0.00
4	13	Wellness Committee	No	$0.00	$0.00
4	14	Vegetarian Menu Options	No	$0.00	$0.00
4	15	Nutrition Education	No	$0.00	$0.00
4	16	Facilities	No	$0.00	$0.00
4	17	Gender Neutral Restrooms	No	$0.00	$0.00
4	18	School Facilities Funding Program	No	$75,000.00	$75,000.00
4	19	Facilities Needs Assessment	No	$225,000.00	$225,000.00
5	1	Restorative Practices Training	No	$17,144.00	$15,000.00
5	2	Restorative Practices Teacher	No	$30,000.00	$53,260.00
5	3	PAC'D - Anti Vaping	No	$10,000.00	$10,000.00
5	4	On Point - Relationships	No	$10,000.00	$5,000.00
5	5	Alternative to Suspensions	No	$10,000.00	$8,000.00
5	6	Engagement - Podcasting	No	$5,000.00	$2,000.00
5	7	Tier 1 PBIS Enhancements	No	$1,200.00	$1,000.00
5	8	Life Skills Curriculum	No	$10,000.00	$7,500.00
5	9	PLC with Staff	No	$0.00	$0.00
5	10	Anti-bullying practices	No	$1,500.00	$1,500.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$5,521,529.00	$5,205,456.00	$5,521,529.00	($316,073.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	4	Staff Development and Supplies	Yes	$15,000.00	$15,000.00	0.00%	0.00%
1	6	Teachers on Special Assignment	Yes	$1,515,000.00	$1,528,000.00	0.00%	0.00%
1	7	Arts and SEL Teacher on Special Assignment	Yes	$179,710.00	$179,074.00	0.00%	0.00%
1	9	Collaboration and Vertical Articulation	Yes	$100,000.00	$105,000.00	0.00%	0.00%
1	10	Diagnostics and Progress Monitoring Tools	Yes	$130,000.00	$158,165.00	0.00%	0.00%
1	20	International Baccalaureate Middle Years Programme (IBMYP)	Yes	$204,434.00	$203,000.00	0.00%	0.00%
1	21	AP/IB and PSAT Testing	Yes	$7,500.00	$7,500.00	0.00%	0.00%
1	22	Dual Enrollment	Yes	$8,000.00	$8,000.00	0.00%	0.00%
1	23	Seal of Biliteracy and Civic Engagement	Yes	$40,500.00	$38,000.00	0.00%	0.00%
1	25	AVID Program	Yes	$488,900.00	$526,674.00	0.00%	0.00%
1	34	Intervention Services	Yes	$136,287.00	$136,287.00	0.00%	0.00%
1	35	Structured Literacy	Yes	$19,000.00	$15,705.00	0.00%	0.00%
1	39	Extended Year	Yes	$10,000.00	$30,000.00	0.00%	0.00%
1	41	Technology Software	Yes	$10,000.00	$77,733.00	0.00%	0.00%

1	42	Foundations for Academic Success	Yes	$88,080.00	$89,851.00	0.00%	0.00%
1	45	ELD Staff Development	Yes	$49,657.00	$210.00	0.00%	0.00%
1	47	Director of Intervention and English Learner Programs	Yes	$223,152.00	$225,280.00	0.00%	0.00%
1	48	Support Immigrant/Newcomers	Yes	$23,804.00	$23,996.00	0.00%	0.00%
1	52	Leadership Development	Yes	$55,000.00	$55,000.00	0.00%	0.00%
1	53	Class Size Reduction	Yes	$177,955.00	$414,578.00	0.00%	0.00%
2	7	Elementary Instrumental Music Instruction	Yes	$5,000.00	$3,932.00	0.00%	0.00%
2	8	Site Art Lead Teachers (SALTs)	Yes	$25,000.00	$7,200.00	0.00%	0.00%
2	19	District Connectedness	Yes	$25,000.00	$4,800.00	0.00%	0.00%
2	22	Professional Development	Yes	$5,000.00	$7,250.00	0.00%	0.00%
2	24	Panther Ambassadors	Yes	$20,655.00	$20,841.00	0.00%	0.00%
2	25	Alternatives to Suspension	Yes	$109,000.00	$105,000.00	0.00%	0.00%
2	27	Board Certified Behavior Analysts (BCBA) Support for English Learners, Foster Youth, and Low-Income Students	Yes	$176,026.00	$176,026.00	0.00%	0.00%
2	33	Social and Emotional Learning and Enrichment Activities	Yes	$30,000.00	$20,500.00	0.00%	0.00%
2	40	Secondary Counselor Support	Yes	$269,909.00	$293,229.00	0.00%	0.00%
2	43	Additional Psychologist	Yes	$48,460.00	$48,913.00	0.00%	0.00%
2	44	Clinical Therapists	Yes	$387,881.00	$391,520.00	0.00%	0.00%
2	46	Health Coordinator Support	Yes	$43,864.00	$44,271.00	0.00%	0.00%
2	53	Basic Support Services	Yes	$20,000.00	$18,000.00	0.00%	0.00%
3	10	District-based Parent Engagement	Yes	$10,000.00	$6,250.00	0.00%	0.00%
3	14	Translations	Yes	$10,000.00	$7,000.00	0.00%	0.00%
3	20	English Learner Facilitator	Yes	$13,698.00	$10,396.00	0.00%	0.00%
3	25	Youth and Family Services Liaison	Yes	$90,364.00	$91,123.00	0.00%	0.00%
3	26	Senior Liaison of Youth and Family Services	Yes	$199,683.00	$189,780.00	0.00%	0.00%

3	28	Information Services Specialist and Clerical Assistant	Yes	$233,937.00	$238,445.00	0.00%	0.00%

2025-2026 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)
$69,231,200.00	$5,521,529.00	0.00%	7.98%	$5,521,529.00	0.00%	7.98%	$0.00 - No Carryover	0.00% - No Carryover

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

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).