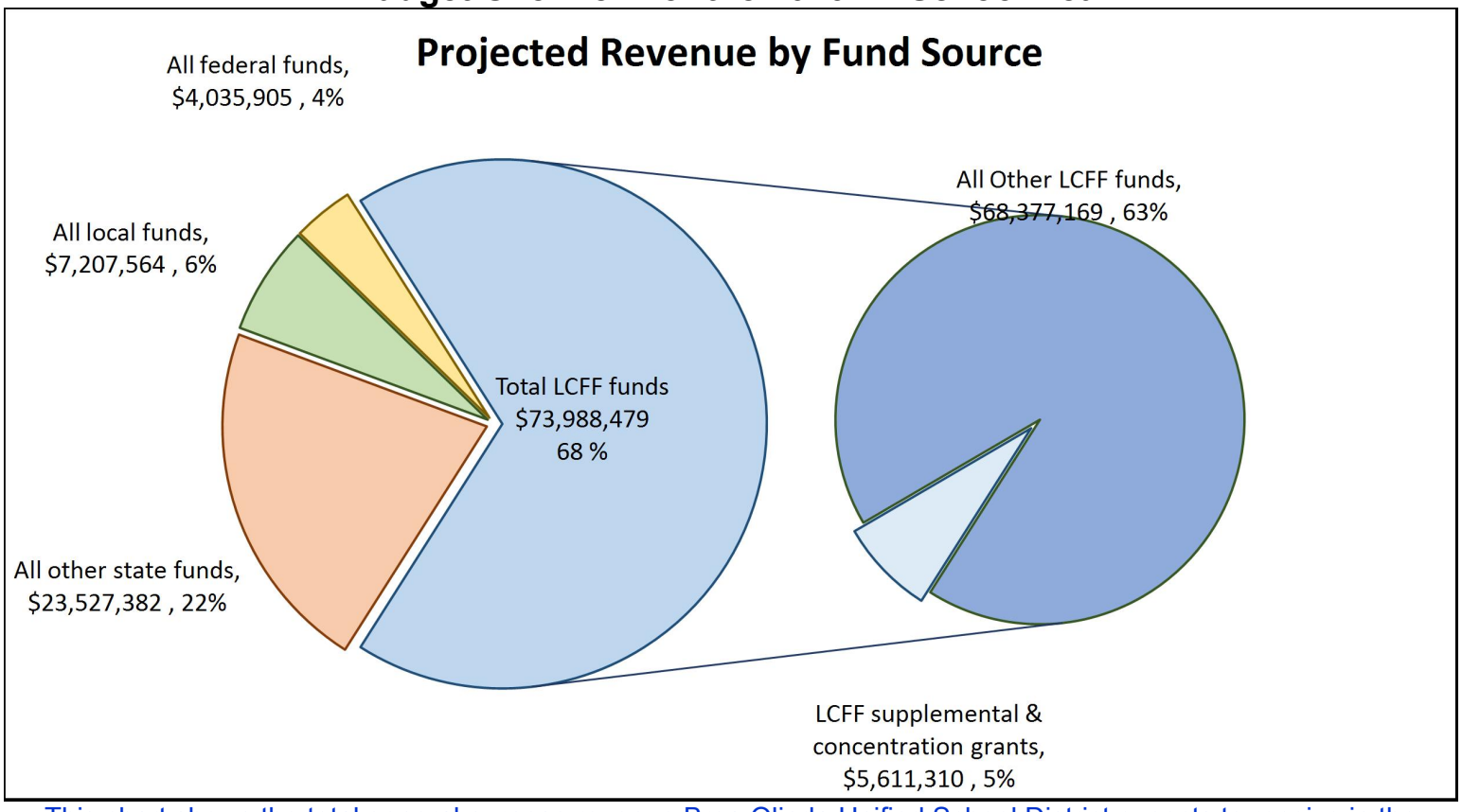
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Brea Olinda Unified School District
CDS Code: 30-66449-0000000
School Year: 2026-27
LEA contact information:
Brinda C. Leon
Superintendent
bleon@bousd.us
714-990-7800

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

Budget Overview for the 2026-27 School Year

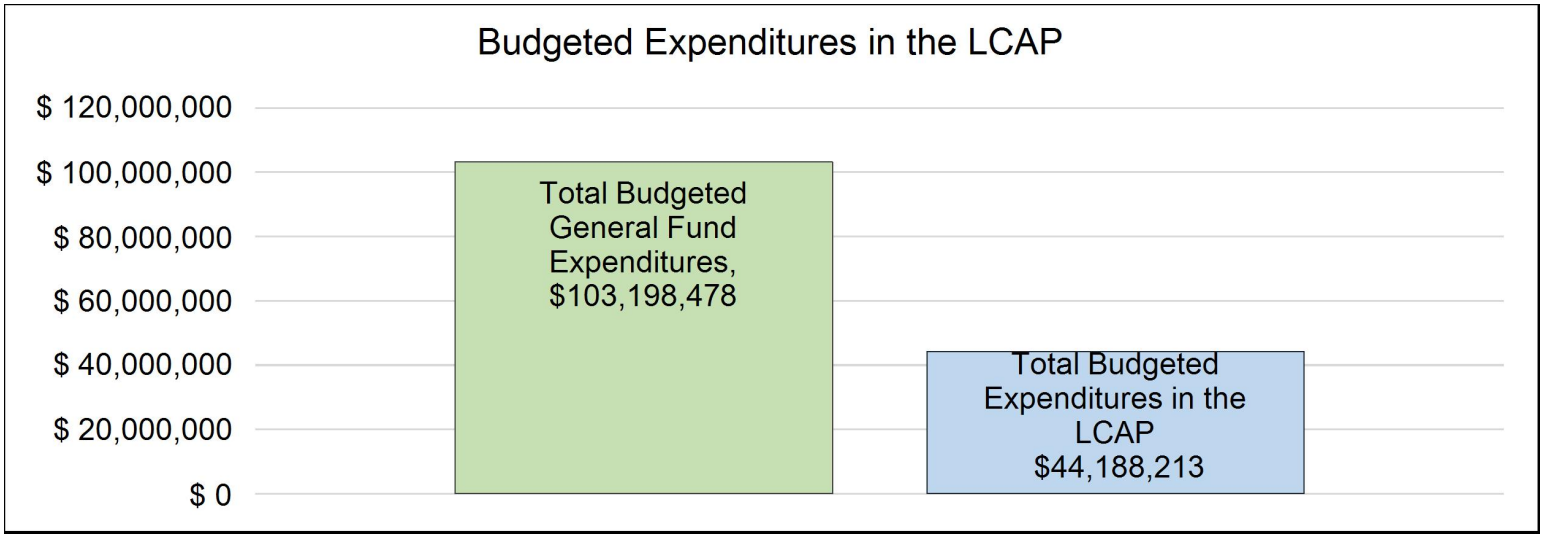


This chart shows the total general purpose revenue Brea Olinda Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Brea Olinda Unified School District is $108,759,330, of which $73,988,479 is Local Control Funding Formula (LCFF), $23,527,382 is other state funds, $7,207,564 is local funds, and $4,035,905 is federal funds. Of the $73,988,479 in LCFF Funds, $5,611,310 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Brea Olinda 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: Brea Olinda Unified School District plans to spend $103,198,478 for the 2026-27 school year. Of that amount, $44,188,213 is tied to actions/services in the LCAP and $59,010,265 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

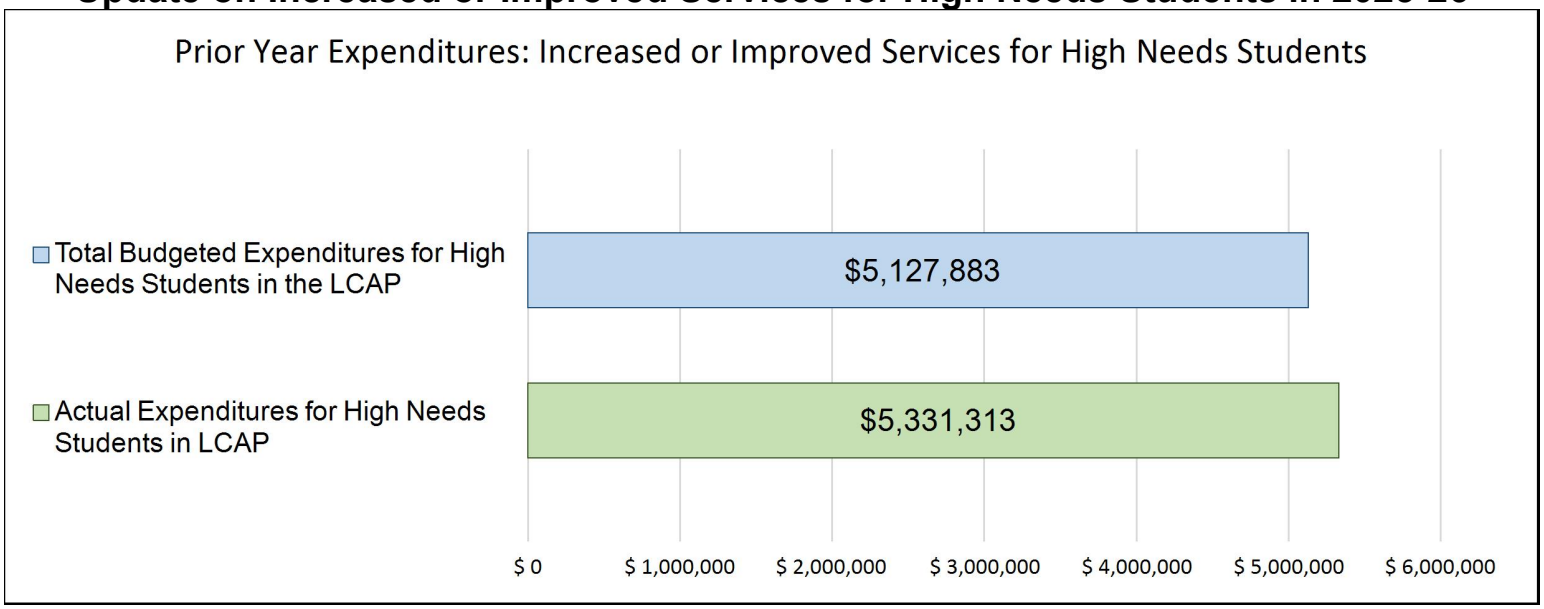
General Fund budget expenditures not included in the LCAP consist of costs that are not directly aligned with the goals, actions, and services designed to improve student outcomes. These expenditures include routine restricted maintenance, administrative costs not associated with specific LCAP actions or goals, federally funded programs that operate under separate restrictions and requirements, cafeteria program expenditures, and legal services. While these costs support the overall operation of the District, they are not reported as LCAP expenditures because they do not directly contribute to the implementation of the LCAP's identified goals and actions.

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

In 2026-27, Brea Olinda Unified School District is projecting it will receive $5,611,310 based on the enrollment of Foster Youth, English learner, and low-income students. Brea Olinda Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Brea Olinda Unified School District plans to spend $6,086,890 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Brea Olinda 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 Brea Olinda 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, Brea Olinda Unified School District's LCAP budgeted $5,127,883 for planned actions to increase or improve services for high needs students. Brea Olinda Unified School District actually spent $5,331,313 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
Brea Olinda Unified School District	Brinda C. Leon Superintendent	bleon@bousd.us 714-990-7800

Plan Summary [2026-27]

General Information

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

The Brea Olinda Unified School District (BOUSD) is an award-winning public school district located in Southern California. Brea encompasses roughly twelve square miles in the northeast corner of Orange County, and borders the Orange County/Los Angeles County line to the north, San Bernardino and Riverside Counties to the east, the City of La Habra to the west, and the City of Fullerton to the south. Founded in 1917, Brea is the home to many thriving local businesses and is a tight knit community with live-work spaces and plenty of walking areas. Brea is a community with a local historical society, robust city services and is recognized for featuring nationally known art in public places. Brea's landscape consists of many parks and greenbelts with various types of housing options located throughout the city. Many of these homes house multi-generational families and families who originated in Brea.

According to the US Census Bureau (July 2023), Brea's community population estimate from July 2023 was approximately 48,000 residents. Brea households had a median yearly income of $124,837 and the median income for individuals was approximately $53,128. The US Census Bureau indicated that 46.6% of Breans were White, 30.8% were Hispanic/Latino, 26.5% were Asian, and 1.8% were African American, and 14.2% of residents identified themselves as two or more races. Over 50% of residents hold a Bachelor's degree or higher.

According to the California Dashboard (2024-2025), our district demographic reflects a student body that is 40% Hispanic/Latino, 20.6% White/non-Hispanic, 27.7% Asian, 5.5% Two or More Races, 1.3% African American, and .4% Pacific Islander. Approximately 38.8% of our student population is socioeconomically disadvantaged, 8.8% are English Learners, 2.5% of our students are Unhoused, 13.1% of our students have disabilities, and 0.3% identify as Foster Youth.

Schools have played a significant role in the city's history for over a century, as two BOUSD schools have celebrated their centennials. BOUSD, as it currently exists, was formed in 1976, when three smaller districts merged to serve the city as a whole. With six elementary schools, one online academy, one junior high, one comprehensive high school and one continuation high school, BOUSD currently serves more than 5,700 students. Six of our schools have been identified as California Distinguished Schools, two have been named National Blue Ribbon Schools. BOUSD students have won honors in county, state, and national competition, including CIF championships, Academic Decathlon and Pentathlon Tournaments.

BOUSD students have been recognized for their talents in county, state, and national competitions, including past season honors from the California Interscholastic Federation, state and national Career Technical Education robotics tournaments, the Southern California School Bands Association, and the Orange County Mock Trial program. Additionally, the vast majority of BOHS seniors are college bound and continue moving forward in their higher education journeys in both 2-year and 4-year colleges. The 2025 graduating classes earned over $3.3 million in grants and scholarships for their academic and athletic accomplishments. More than 90% of BOHS seniors are college bound. Members of our BOUSD teaching staff have also been recognized at the county level for innovation and excellence.

BOUSD continues to partner with city leadership, community members, students and staff in order to develop high-impact learning experiences that are equitable and inclusive, and clear the path for all students in their educational journeys toward success. This includes partnerships with the Brea Historical Museum, the Brea Chamber of Commerce and the Brea Education Foundation. The District has developed strong relationships with local service organizations such as Brea Rotary Club, whom has donated time and resources to BOUSD programs and activities. Additionally, strong relationships have been formed between the district and Brea City Council, the Brea Police Department as well as the Brea Fire Department. Regularly scheduled meetings have occurred between the leaders of these agencies and the District.

Reflections: Annual Performance

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

BOUSD remains committed to expanding, supporting and implementing actions, programs and systems that are research-based and can contribute to measurable, sustainable growth.

During the 2025-2026 school year the BOUSD demonstrated a recommitment to the strong collaboration between site staff, district leadership, and students and families to make assessment and accountability a top priority. As a result, all schools fell into a standard set of operations for all statewide assessments, meeting all requirements and participation rates. Testing data suggests that while academic performance continues to lag when compared to pre-pandemic scores, the district once again outperformed the state in both ELA and Math across all grade levels.

Overall CAASPP Performance:

2023-2024 CASSPP districtwide performance for students in grades 3-8 and grade 11 show that the Brea Olinda Unified School District far outpaced the performance of students across the State of California:

- ELA - 64.39% of BOUSD students met or exceeded standards (State of California: 47.04% met or exceeded standards)
- Math - 60.18% of BOUSD students met or exceeded standards (State of California: 35.54% met or exceeded standards).

When deconstructed by grade level, student performance on the CAASPP also shows strong performances when compared to the State of California:

Grade 3 CAASPP Performance:
- ELA - 60.68% of BOUSD students met or exceeded standards (State of California: 42.80% met or exceeded standards)
- Math - 70.68% of BOUSD students met or exceeded standards (State of California: 45.63% met or exceeded standards)

Grade 4 CAASPP Performance:
- ELA - 64.29% of BOUSD students met or exceeded standards (State of California: 43.90% met or exceeded standards)
- Math - 65.74% of BOUSD students met or exceeded standards (State of California: 41.20% met or exceeded standards)

Grade 5 CAASPP Performance:
- ELA -60.86% of BOUSD students met or exceeded standards (State of California: 47.37% met or exceeded standards)
- Math - 55.66% of BOUSD students met or exceeded standards (State of California: 35.02% met or exceeded standards)

Grade 6 CAASPP Performance:
- ELA - 72.95% of BOUSD students met or exceeded standards (State of California: 45.82% met or exceeded standards)
- Math - 63.06% of BOUSD students met or exceeded standards (State of California: 34.32% met or exceeded standards)

Grade 7 CAASPP Performance:
- ELA - 65.91% of BOUSD students met or exceeded standards (State of California: 47.20% met or exceeded standards)
- Math - 63.72% of BOUSD students met or exceeded standards (State of California: 33.83% met or exceeded standards)

Grade 8 CAASPP Performance:
- ELA - 63.71% of BOUSD students met or exceeded standards (State of California: 45.96% met or exceeded standards)
- Math - 56.46% of BOUSD students met or exceeded standards (State of California: 31.56% met or exceeded standards)

Grade 11 CAASPP Performance:
- ELA - 62.03% of BOUSD students met or exceeded standards (State of California: 55.73% met or exceeded standards)
- Math - 45.05% of BOUSD students met or exceeded standards (State of California: 27.90% met or exceeded standards)

Further analysis of CAASPP Performance by significant subgroups district wide presents the following data for reflection:
ELA Performance (Met or Exceeded Standards) by Students with Disabilities was 20.37%, in Mathematics 18.88%
ELA Performance (Met or Exceeded Standards) by Economically Disadvantaged students was 48.83%, in Mathematics 42.31%
ELA Performance (Met or Exceeded Standards) by English Learners was 68.37%, in Mathematics 63.41%
ELA Performance (Met or Exceeded Standards) by Homeless Students was 20.00%, in Mathematics 28.57%

2022-2023 California Dashboard:

California School Dashboard Notable Indicators at the District Level for student groups within the Brea Olinda Unified School District:

- The District was placed into Differentiated Assistance, Year 1
- English Learners, Homeless, Students with Disabilities, and Socio Economically Disadvantaged students showed red indicators for

Chronic Absenteeism;

- Foster and Homeless students showed red indicators for Suspension Rate

California School Dashboard where all students are identified in the red indicator at the specific school sites:

- Arovista Elementary (Chronic Absenteeism)
- Brea Canyon High School (College/Career Indicator)
- Country Hills Elementary (Chronic Absenteeism)
- Laurel Elementary School (Chronic Absenteeism)

California School Dashboard specific student groups identified in the red indicator at the specific school sites:

- Arovista Elementary School: English Learners (Chronic Absenteeism), Socio Economically Disadvantaged and Hispanic students (Chronic Absenteeism).,
- Brea Canyon High School: Socio Economically Disadvantaged and Hispanic students (College/Career Indicator)
- Country Hills Elementary: Socio Economically Disadvantaged Students, Students with Disabilities, and Hispanic students (Chronic Absenteeism), substandard performance for Students with Disabilities in English Language Arts.
- Brea Junior High School: English Learners (Chronic Absenteeism and Suspension Rate), Students with Disabilities (Suspension Rate), substandard performance for Students with Disabilities in English Language Arts and Mathematics.
- Brea Olinda High School: Substandard performance for Students with Disabilities in English Language Arts and Mathematics.
- Falcon Academy: Socio Economically Disadvantaged Students (Chronic Absenteeism)
- Laurel Elementary: Students with Disabilities (Chronic Absenteeism), substandard performance for Students with Disabilities in English Language Arts and Mathematics.
- Mariposa Elementary: Students with Disabilities (Chronic Absenteeism)
- Olinda Elementary: Hispanic students (Chronic Absenteeism)

Brea Junior High School was placed into Additional Targeted Support and Improvement.

The California Dashboard was deconstructed by site and district leadership and presented to the Board of Education in January of 2025. The Dashboard uses a likert-scale structure for performance not unlike a "pie chart" with different colors representing performance levels:

Blue - Highest Performance
Green
Yellow
Orange
Red - Lowest Performance

It was reported that the district met all of its local indicators and most of the overall dashboard indicators show strong performance:

ELA Dashboard Indicator: Green
Mathematics. Dashboard Indicator: Green
English Learner Progress Indicator: Green
Graduation Rate Indicator: Green

The overall Suspension Rate Indicator improved for the 2023-2024 school year indicating the District was in the Green category.

California School Dashboard Notable Indicators at the District Level for student groups within the Brea Olinda Unified School District:

Differentiated Assistance, Monitoring
- Homeless- Chronic Absenteeism & Suspension

Differentiated Assistance, Year 1
- Students with Disabilities- ELA, Math & Chronic Absenteeism

California School Dashboard where All Students are identified in the red indicator at the specific school sites:
- Brea Canyon High School- College/Career Indicator

California School Dashboard specific student groups identified in the red indicator at the specific school sites:
- Arovista Elementary School: English Learners- English Learner Progress Indicator (ELPI), Students with Disabilities- ELA and Math
- Laurel Elementary: English Learners- ELA and Math, Students with Disabilities- Math
- Brea Canyon High School: Socio Economically Disadvantaged and Hispanic students (College/Career Indicator)
- Brea Junior High School: Long-Term English Learners (LTEL)- ELA and Math, Students with Disabilities- ELA
- Brea Olinda High School: Long-Term English Learners (LTEL)- English Learner Progress Indicator (ELPI), Students with Disabilities- ELA and Math, Hispanic- Suspension Rate

Brea Junior High School exited Additional Targeted Support and Improvement. Brea Canyon High School was identified for Targeted Support and Improvement.

Further analysis of dashboard data also shows that BOUSD continued to outperform the state in all areas as it relates to English Learner Progress:
- 57.4% of students have made progress toward English Language Proficiency (compared to 45.7% making progress across the state).
- The district's reclassification rate is up nearly 3.15% in 2024-2025 (19.78%) compared to the Reclassification Rate in the 2023-2024 school year (16.63%). EL Reclassification Progress has increased for four straight years.

Chronic Absenteeism Rate (DataQuest 2023-2024):
- BOUSD - 9.5%
- County - 15%
- State - 20.4%

Addressing Chronic Absenteeism was a focus for the 2023-2024 school year, resulting in great improvements in the reduction of Chronic Absenteeism at both the district and site levels and for targeted demographic groups. Homeless (31.3%) and African American (20.8%) students remain in the Red; however, English Learners (12.3%), Hispanic (13.5%), Long-Term English Learners (15%), Socioeconomically Disadvantaged (14.6%) and Students with Disabilities (16.1%) all improved to the Yellow category.

Suspension Rate (DataQuest 2023-2024):

- BOUSD - 2.2%
- County - 2.2%
- State - 3.5%

The increased implementation of restorative practices and Positive Behavior Interventions and Supports (PBIS) has contributed to the reduction of suspensions at the district level, however increased efforts are necessary to address suspensions at Brea Olinda High School and Brea Canyon High School. Foster Youth (12.1%) students moved up and out of Red and into the Orange Category to join Long-Term English Learners (9.4%), Hispanic (3.7%) and African American (4.8%) students. Homeless students (6%) shifted from Red to the Yellow category.

Expulsion Rate:

- BOUSD - 0%
- County - 0%
- State - .1%

The data shows that Brea Olinda Unified School District has a low expulsion rate across all student groups, which can be attributed to the district's commitment to embedding restorative practices, progressive discipline and a commitment to other means of correction as interventions prior to the consideration and implementation of expulsion.

Four Year Adjusted Cohort Graduation Rate:

- BOUSD - 94.4%
- County - 92.3%
- State - 90.2%

Further analysis of the district's graduation rate shows that while the graduation rate for Long-Term English Learners (77.8%) is in the Orange and Asian (94.6%), Hispanic (93.2%), Socioeconomically Disadvantaged (94.5%), Students with Disabilities (90.6%) and White (94.1%) are in the Green category as indicated on the 2023-2024 California Dashboard.

Some notable achievements at both the elementary and secondary levels:

- All Elementary Schools are using the iReady Diagnostic platform with fidelity and the platform has become an indicator for programming like junior high math placement, English Learner reclassification, and GATE identification.
- The Laurel Elementary Magnet School continues to be recognized for its signature programming in career exploration and the implementation of RIASEC.
- The district's elementary counselors have embedded Multi-Tiered Systems of Support focusing on social emotional learning skills through "minute meetings" with all students at the elementary level.

- Over 97% of the students in grades 10-12 are on track to graduate (deficient 10 credits or less).
- BOHS A-G Completion Rate for 12th graders in the 2023-2024 school year was 66%.
- Olinda Elementary was recognized as a California Distinguished School for the 2023-2024 school year.
-

The District's Career Technical Education Programs and related co-curricular activities continue to grow and experience successes:

- Every elementary school has identified at least one teacher who leads the after school robotics program at their respective school site. Certificated personnel who serve as after school robotics coaches will be provided one day of professional development with our BOUSD Robotics Teacher on Special Assignment (TOSA) to learn how to effectively lead the robotics program.

- On April 26, 2025 BOUSD hosted a VEX IQ tournament, Clawbot Chaos. BOUSD students in addition to another Orange County middle school came together to collaboratively complete challenges and skills using the robots they designed and created.

- The Brea Junior High Bobcats robotics team continues to compete at the local and state level. The Brea Olinda High School robotics class uses the design thinking process to create "clawbots" using VEX IQ and coding software.

- The BOHS FRC robotics team, MuBotics, continues to be strong competitors at the local and state level. During the 2025 competition season the team represented BOUSD at the playoffs, finishing in 7th place at the competition. Both BJHS and BOHS integrate industry ready practices and problem solving techniques into their curriculum.

Further Reflections:

BOUSD's CAASPP performance and dashboard indicators show that students outperformed both county and state proficiency levels. Additionally, BOUSD's local indicators demonstrated that the district continues to perform highly in the areas of implementation of academic standards, parent and family engagement, access to a broad course of study, and providing high quality teachers, materials and facilities. Chronic Absenteeism and Suspension rates were again below state data. As in year's past, BOUSD's graduation rate exceeded both county and state performance.

Collectively, BOUSD plans to continue to develop, refine and adjust existing systems in order to both maintain and build upon the success experienced during the 2024-2025 school year. Through a normalization of using data to drive discussions with site leaders and teachers, a refined focus on clearly understood and attainable goals, and empowering our educational partners with the tools and resources to create actionable change, BOUSD is poised to continue forward in a manner that is responsive, dynamic, and outcome-oriented in order to provide the best outcomes possible for all students.

The BOUSD is allocating our remaining LREBG funds to support actions in Goals 2, 3 and 4. Our remaining LREGB funds carrying over to 26-27 LCAP is a total of $ 404,691, we have budgeted a total of $404,691 with the below Goals And Actions.

Action 2.3 budget is $69,620 under Goal 2 allocates a Junior High Intervention Counselor to provide targeted emotional support to students in order to engage in their academic work. Multiple metrics are utilized to monitor the impact of this action, including Metric 2.2 (California Healthy Kids Survey), Metric 2.3 (Suspension Rate), and Metric 2.4 (Chronic Absenteeism).

Action 2.12 budget has been removed from the 2025–26 LCAP due to its duplication with Goal 4, Action 1. Both actions involve the work of elementary counselors, who support students' overall well-being as well as their safety. To streamline reporting and budgeting, all associated expenses will now be accounted for under Goal 4, Action 1.

Goal 4 (Action 4.1) budget is $280,010 to support elementary students overall well-being, including social emotional and mental health. Multiple metrics are utilized to monitor the impact of this action, including Metric 2.2 and 4.9 (California Healthy Kids Survey), Metric 2.3 and 4.4 (Suspension Rate), Metric 2.4 and 4.1 (Chronic Absenteeism), Metric 4.7 (Elementary Counselor Check Ins), and Metric 4.8 (Risk and Threat Assessments).

Action 3.11 budget is $55,061 under Goal 3 expended funds to hire the Online Academy teacher who supported students in diverse instructional settings. Multiple metrics are utilized to monitor the impact of this action, including Metrics 3.3 (Student Academic Performance- CAASPP) and Metric 3.4 (Student Academic Performance- CAST).

Reflections: Technical Assistance

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

The Brea Olinda Unified School District (BOUSD) is committed to continuously reviewing its policies, processes, procedures, and practices to improve student outcomes. As part of this ongoing reflection and organizational analysis, the district carefully responds to areas identified for technical assistance to ensure strategic and responsive action.

In 2024–2025, BOUSD continued its focused efforts to address significant disproportionality identified by the California Department of Education under the Individuals with Disabilities Education Act (IDEA) as part of the response to Compliance and Improvement Monitoring (CIM). Building on the prior year's notification, the district deepened its analysis of systemic barriers to equity and strengthened corrective actions. As a result of this progress, the district transitioned into the monitoring phase of significant disproportionality.
Additionally, for the 2024–2025 school year, BOUSD was newly identified for Differentiated Assistance based on the academic achievement of Students with Disabilities in English Language Arts (ELA) and Mathematics, as well as their rates of Chronic Absenteeism. This designation reflects the district's ongoing commitment to addressing the evolving needs of student groups and advancing equity and access through continuous improvement. These efforts resulted in BOUSD entering the monitoring phase for the 2025-2026 school year.

Our 25-26 DA actions that we will continue to monitor for 26-27 are:
Action 1.4: Special Education Program Specialist
Action 1.12: Professional Development for Certificated Teachers
Action 1.28: Professional Learning Communities
Action 1.34: iReady
Action 1.37 UFLI Reading Program
Action 1.38: Sonday Reading Intervention System
Action 1.39: Hegerty Reading Program

During the 2025-2026 school year, BOUSD was provided an annual determination letter from the California Department of Education under the Individuals with Disabilities Education Act notifying the district that it was identified for Compliance and Improvement Monitoring (CIM) for Graduation Rate, Least Restrictive Environment (LRE) Regular Class 80% or more, and Preschool LRE Separate Schools. The BOUSD Special Education department is collaborating with county office staff to engage in the process which includes gathering data, a root cause analysis, the development of an action plan, and implementation of the plan.
Additionally, in 2025-2026 BOUSD was notified that it qualified for Differentiated Assistance based on state indicators related to Chronic Absenteeism and Suspension Rates for Long-Term English Learners. In response, the district conducted a comprehensive root cause analysis to better understand contributing factors and to identify targeted strategies to improve attendance and reduce suspensions among Long-Term English Learners. To address Chronic Absenteeism, the district has included actions that develop a system and fund staffing to proactively monitor student attendance and provide early intervention. To address Suspension Rates, the district has continued investments in actions related to the implementation of PBIS and social emotional supports as part of the implementation of MTSS.

Our DA actions for 26-27 are:
Action 2.1: MTSS Training and Professional Development
Action 2.2: MTSS Interventions and Supports
Action 2.11: Social Emotional Supports for Students (Wellness Spaces and Wellness Centers)
Action 2.13: Secondary School Intervention Counselor at Brea Junior High School
Action 4.5: Social Worker for Secondary Schools
Action 4.6: Wellness Spaces
Action 4.7: Behavior Specialists
Action 4.8: Panorama and California Healthy Kids Survey
Action 4.9 PBIS Tier I and Tier II Supports
Action 4.10: Social Emotional Learning Supports
Action 4.15: Staffing for Attendance Intervention

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Throughout the 2025-2026 School Year: • Shared individual feedback with Site Principals and District Personnel • Regularly scheduled "Executive Cabinet Roundtable" Meetings • March 2026: Thought Exchange LCAP Activity
Site Administrators (principals and assistant principals)	Throughout 2025-2026 School Year: • Leadership Advance: July 2025 • Monthly Administrative Calibration Meetings • Monthly Principals Meetings • Site administrator PLC Meetings • March 2026: Thought Exchange LCAP Activity
Classified School Personnel	Throughout the 2025-2026 School Year: • Classified personnel team meetings • District wide office manager and office assistant meetings where the LCAP was on the agenda. • March 2026: Thought Exchange LCAP Activity
Parent Teacher Organizations (Parents) and Parent Advisory Committee	Throughout the 2025-2026 School Year: • Parent Teacher Organization (PTO) Council • LCAP Advisory Committee • DELAC Meetings • March 2026: Thought Exchange LCAP Activity
Students	Throughout the 2025-2026 School Year:

Educational Partner(s)	Process for Engagement
	• January & February 2026: LCAP Team Members visited Focus Groups made up of students at all six elementary schools, Brea Junior High School, Brea Olinda High School and Brea Canyon High School to specifically discuss LCAP Goals and content for the purpose of gathering feedback. • Spring 2026: CHKS Survey • Spring 2026: Panorama Survey
District Administrators	Throughout the 2025-2026 School Year: • Regularly scheduled Administrative Calibration meetings where LCAP was placed on the agenda. • Cabinet Meetings where LCAP was placed on the agenda • March 2026: Thought Exchange LCAP Activity
SELPA	Regularly scheduled meetings in the Fall and Spring of the 2025-2026 school year involving the Superintendent, Director of Special Education, and Coordinator of Special Education Services.
Parents of Students Special Needs	Throughout the 2025-2026 school year: • Shared individual feedback with Site Principals and District Special Education Department -Regularly scheduled meetings between the Director of Student Services and SELPA leadership • Superintendent meetings held among SELPA districts • October 2025 through May 2026, Community Advisory Committee (CAC) meetings (advisory body to the SELPA and mandated by CA Ed. Code [EC 56190-56194]) • March 2026: Thought Exchange LCAP Activity
Parents of Students with English Learners	Throughout the 2025-2026 School Year: • Site ELAC Meetings • District DELAC Meeting • Individual meetings/phone calls/feedback to English Learner Programs Teacher on Special Assignment/Instructional Coach • March 2026: Thought Exchange LCAP Activity
CSEA and BOTA Leadership (Collective Bargaining Units)	Superintendent and Executive Cabinet met with CSEA and BOTA Leadership throughout the 2025-2026 school year to discuss pertinent district issues including those related to the 2025-2026 and 2026-2027 LCAPs.

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

As part of the district's ongoing commitment to meaningful educational partner engagement, families, staff, and community members across all school sites were invited to provide input on how the district can better support student learning and well-being. From December 2024 through March 2025, the district conducted a series of engagement activities including community forums at each school site, online activities in multiple languages, and focused listening sessions with our District English Learner Advisory Committee (DELAC), School Site Councils, student leadership groups, and bargaining units. Input was gathered from parents, teachers, classified staff, students, and community-based organizations, ensuring a wide representation of educational partners.

The engagement strategies in-person meetings, as well as translated materials and interpreter services to support inclusive participation. These opportunities encouraged open dialogue and collaborative reflection on district priorities.
Hundreds of educational partners responded to the Thought Exchange open-ended question focused on identifying opportunities for improved or new services. Their collective input revealed several recurring themes that highlight both successes and areas for growth across the district.

The 2026–2027 community engagement process echoed the same priorities that were identified in the 2025-2026 LCAP development process. Stakeholders reaffirmed the need for strengthened academic support and enriched learning opportunities. Feedback continued to highlight the value of rigorous and engaging instruction, targeted interventions, and expanded access to tutoring and enrichment across all grade levels.

Educational partner input supported the inclusion of Goal 1, Actions 1.2, 1.10, and 1.14 in the LCAP, which dedicate funding to expanded intervention programs offered during and after school. In response to partner requests for more engaging learning experiences beyond the core curriculum, Goal 3 also includes metrics to monitor student participation in STEAM and robotics activities as part of the district’s enrichment offerings.

Stakeholder feedback consistently emphasized the need for expanded resources and services to support the holistic development of students. Suggestions included broader access to extracurricular programs, mental health and wellness services, and after-school support. In response, Goal 3, Action 2.12 of the LCAP introduces elementary counselor positions aimed at strengthening on-site mental health support. The repeated use of the term "more" throughout the feedback reflects a common sentiment: while current initiatives are appreciated, additional investment is necessary to fully address the diverse needs of all students.

Another key theme centered on the essential role of teachers and the overall classroom environment in driving student success. Educational partners noted that well-supported, highly trained educators contribute significantly to both academic achievement and students’ social-emotional well-being. Respondents expressed a strong interest in professional development that empowers staff to cultivate supportive, effective learning environments. Accordingly, the LCAP outlines targeted professional learning opportunities under Goal 1 and Goal 2, tailored to site-specific student and staff priorities.

Participants also expressed a strong desire for improved communication between schools and families, along with more meaningful opportunities for parent and guardian involvement. Many comments emphasized the importance of fostering stronger partnerships through clear, transparent communication, welcoming front office interactions, and inclusive practices that invite families into decision-making processes.

Additionally, some educational partners shared specific recommendations for facility enhancements, including necessary repairs, upgraded playgrounds, and efforts to create safer, more inviting school environments. These concerns about physical spaces were often tied to broader perceptions of school climate and student well-being. Although not all facility-related needs could be addressed within the current budget cycle, this feedback played a role in guiding project prioritization and was forwarded to the facilities team for long-term planning consideration.

This input from educational partners offers valuable insight into the day-to-day experiences of our school communities and has played a direct role in shaping the district's goals, actions, and services. By centering the perspectives of families, staff, and community members—and transparently embedding their feedback into defined goals and budgeted initiatives—the district reinforces its ongoing commitment to equity, excellence, and continuous growth.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will implement rigorous and relevant educational experiences that develop students' abilities in collaboration, creativity, communication, and critical thinking, ensuring proficiency in essential areas of skill and knowledge for college and career readiness. This effort will prioritize closing achievement gaps among diverse learners and historically underserved student populations such as English learners, Homeless/Foster Youth, Socio-Economically Disadvantaged, and Special Education students through data-driven instructional strategies, a culture of inclusivity, and intentional use of access to high-quality resources and support services.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Merging educational partner feedback with state and local assessment data has helped BOUSD develop Goal 1 to ensure that BOUSD provides students with the most robust, responsive, comprehensive academic experience possible in order to best prepare them for a competitive global community and achieve proficiency on state and local assessments. The actions outlined in this goal demonstrate BOUSD's systemic approach towards empowering our students with the foundational skills that are critical to academic success. The district continues to develop and support a wide variety of experiences that prepare students for college and career readiness, but there are gaps that continue to exist, especially among significant subgroups.

Analysis of current student performance on local measures (iReady diagnostics, CAASPP results from the 2024-2025 school year, surveys and other feedback loops) indicate that significant numbers of students struggle academically. Students in multiple demographic groups met standard at a significantly lower percentage, indicating a need for continued targeted support and intervention via embedded instructional support, extended day opportunities, credit recovery, and other supplemental instruction-based actions that directly address closing the achievement gap for our student groups.

English Learners, socio-economically disadvantaged and students with unique needs continue to demonstrate a need for individualized instruction and more robust tiered systems of support. This will be measured by analyzing and evaluating iReady diagnostic data in real time

through systemic and embedded practices across the K-8 grade levels. The high school continues to rely on embedded systems for analyzing D and F data in the 2025-2026 school year, and initial indicators suggest that what gets monitored gets attention, resulting in declines in overall D and F rates across core departments, and this work will continue into the 2026-2027 school year. The district will also focus on college and career data such as A-G completion rates at the high school and the continuation school, course enrollment at the secondary level and participation rates in elementary STEAM and innovation-based activities. Additionally, credit recovery data, continuation high school enrollment data and dual enrollment data will be analyzed regularly. Performance data gathered throughout the year will be leveraged to monitor efficacy and guide any shifts that may need to occur in order to better support students. BOUSD has determined that the actions developed under Goal 1 address closing the achievement gap with urgency and with a targeted, data-driven approach.

The BOUSD also recognizes the importance of parental engagement and involvement with student learning and has found value and success in creating family-based STEAM nights and showcase presentations at its elementary schools, along with various parent education webinars. We look to expand our parent participation in program-specific areas by increasing Parent Information offerings, newsletters, forward-facing district documents that address parent-specific needs, and actively recruiting parents to join the District's Parent Advisory Council in the 2025-2026 school year.

The district will continue this goal based upon the 2025 California Dashboard, local data, and educational partner feedback. While the district has made progress in improving student achievement, multiple demographic groups are still under performing (Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, English Learners, Long-Term English Learners).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher participation in Professional Development opportunities focused on the implementation of academic and content performance standards, culturally relevant practices, supporting diverse learners and historically underserved student populations, and data-driven processes (Professional Learning Communities, Student Study Teams, etc).	In 2023-2024, an average of 90% of teachers and classified staff participated in the August 2023 and January 2024 professional development days. Data Source: Local Data Related to PD	In 2024-2025, an average of 92% of teachers and classified staff participated in the August 2024 and November 2024 professional development days. Data Source: Local Data Related to PD	In 2025-2026, an average of 95% of teachers and classified staff participated in the August 2025 and January 2026 professional development days.	In 2026-2027, an average of 95% of teachers and classified staff will participate in district provided professional development.	Increase of 2% participation in the district planned professional development days.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percentage of students at or above grade level (Grades K-8) as measured by iReady Reading and Math diagnostics and/or meeting or exceeding the standard (Grades 3-12) as measured by CAASPP ELA and Math.	In 2023-2024, 68% of K-8 students were at grade level in Reading in iReady Diagnostic #3. In Math, 62% of K-8 students were at grade level in iReady Diagnostic #3. 2022-2023 CAASPP ELA Data(Meet/Exceed Standard): BOUSD: All Grades- 62.96% Country Hills Elementary (Meet/Exceed Standard): SWD- 22.22% Laurel Elementary Magnet School of Innovation and Career Exploration (Meet/Exceed Standard): SWD- 11.37% Brea Junior High School (Meet/Exceed Standard): SWD- 16.13% Brea Olinda High School (Meet/Exceed Standard):	In 2024-2025, 70% of K-8 students were at grade level in Reading in iReady Diagnostic #3. In Math, 65% of K-8 students were at grade level in iReady Diagnostic #3. 2023-2024 CAASPP ELA Data (Meet/Exceed Standard): BOUSD: All Grades- 64.39% Country Hills Elementary (Meet/Exceed Standard): SWD- 16.21% Laurel Elementary Magnet School of Innovation and Career Exploration (Meet/Exceed Standard): SWD- 12.50% Brea Junior High School	In 2025-2026, 66% of K-8 students were at grade level in Reading in iReady Diagnostic #3. In Math, 59% of K-8 students were at grade level in iReady Diagnostic #3. 2024-2025 CAASPP ELA (“Meet/Exceed Standard”) BOUSD: All Grades- 66.95% EL- 15.24% LTEL- 10.87% SED- 50.34% FY- Data suppressed Country Hills Elementary (Meet/Exceed Standard): SWD- 17.95% Laurel Elementary Magnet School of Innovation and Career Exploration (Meet/Exceed Standard): SWD- 2.94%	In 2026-2027, 75% of K-8 students will be at grade level in Reading in iReady Diagnostic #3. In Math, 65% of K-8 students will be at grade level in iReady Diagnostic #3. In 2026-2027, the 2025-2026 CAASPP will demonstrate an increase of 5% in students Meeting/Exceeding the Standard for both ELA and Math, and across all significant subgroups across all grade levels taking the CAASPP ELA and Math Examinations.	The 2025-2026 iReady Diagnostic #3 indicates a 2% decline in Reading and 3% decline in Math as compared to Diagnostic #3 in 2023-2024. Overall CAASSPP data for BOUSD indicates a 3.99% increase in students Meeting/Exceeding the Standard in ELA. EL- N/A (New Metric) LTEL- N/A (New Metic) SED- N/A (New Metric) FY- N/A (New Metric) Country Hills Elementary (Meet/Exceed Standard): SWD- Decline of 4.27% Laurel Elementary Magnet School of Innovation and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 6.66% 2022-2023 CAASPP Math Data(Meet/Exceed Standard): BOUSD- 58.03% Laurel Elementary Magnet School of Innovation and Career Exploration (Meet/Exceed Standard): SWD-13.63% Brea Junior High School (Meet/Exceed Standard): SWD-13.98% Brea Olinda High School (Meet/Exceed Standard): SWD- 6.66% Data Source: iReady CAASPP	(Meet/Exceed Standard): SWD- 13.68% Brea Olinda High School (Meet/Exceed Standard): SWD- 20.00% 2023-2024 CAASPP Math Data (Meet/Exceed Standard): BOUSD- 60.18% Laurel Elementary Magnet School of Innovation and Career Exploration (Meet/Exceed Standard): SWD- 5.00% Brea Junior High School (Meet/Exceed Standard): SWD- 14.89% Brea Olinda High School (Meet/Exceed Standard): SWD- 8.82%	EL- 10.71% Brea Junior High School (Meet/Exceed Standard): SWD- 15.46% Brea Olinda High School (Meet/Exceed Standard): SWD- 37.04% 2024-2025 CAASPP Math Data (Meet/Exceed Standard): BOUSD: All Grades- 60.83% EL- 15.45% LTEL- 2.17% SED- 43.66% FY- Data Suppressed Laurel Elementary Magnet School of Innovation and Career Exploration (Meet/Exceed Standard): SWD- 8.82%		Career Exploration (Meet/Exceed Standard): SWD- Decline of 9.56% Brea Junior High School (Meet/Exceed Standard): SWD- Decline of 0.67% Brea Olinda High School (Meet/Exceed Standard): SWD- Growth of 30.38% Overall CAASSPP data for BOUSD indicates a 8.92% increase in students Meeting/Exceeding the Standard in Math. Laurel Elementary Magnet School of Innovation and Career Exploration (Meet/Exceed Standard): SWD- Decline of 4.81%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: iReady CAASPP	Brea Junior High School (Meet/Exceed Standard): SWD- 16.67% Brea Olinda High School (Meet/Exceed Standard): SWD- 18.52% Data Source: iReady CAASPP		Brea Junior High School (Meet/Exceed Standard): SWD- Growth of 2.69% Brea Olinda High School (Meet/Exceed Standard): SWD- Growth of 11.86%
1.3	Percentage of English learners demonstrating growth in English proficiency as measured by the California Dashboard and reclassification rates.	The California Dashboard for 2023 indicated that BOUSD had 58.6% of English learners making progress towards English language proficiency. In 2023-2024, 16.92% of English learners met the criteria for reclassification. Data Source: CA Dashboard 2023 Local Data Related to Reclassification	The California Dashboard for 2024 indicated that BOUSD had 57.4% of English learners making progress towards English language proficiency. In 2024-2025 20% of English learners met the criteria for reclassification. Data Source: CA Dashboard 2023 Local Data Related to Reclassification	The California Dashboard for 2025 indicated that BOUSD had 57.7% of English learners making progress towards English language proficiency. In 2025-2026, 16.12% of English learners met the criteria for reclassification. Data Source: CA Dashboard 2024 Local Data Related to Reclassification	In 2026-2027, the California Dashboard for 2026 will indicate that BOUSD has 75% of English learners making progress towards English language proficiency. In 2026-2027, 20% of English learners will meet the criteria for reclassification.	The CA Dashboard indicates a decline of 0.9% English Learner progress from 2023 to 2025. There was an decrease of 3.88% of English learners meeting the criteria for reclassification.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percentage of elementary students (Grades 4-6) participating in the GATE and enrichment program.	In the 2023-2024 school year 221 students (16%) in grades 4-6 were identified as GATE. In the 2023-2024 school year 9 K-8 teachers participated in GATE certification through OCDE. In 2022-2023, 99.3% of GATE students participated in the extended learning opportunities. Data Source: Local Data Related to GATE Qualification and Program	In the 2024-2025 school year 244 student (18.22%) in grades 4-6 were identified as GATE. In the 2024-2025 school year 0 K-8 teachers participated in GATE certification through OCDE. In 2023-2024 100% of students participated in the extended learning opportunities. Data Source: Local Data Related to GATE Qualification and Program	In the 2025-2026 school year 202 student (15.28%) in grades 4-6 were identified as GATE. In the 2025-2026 school year 6 K-8 teachers participated in GATE certification through OCDE. Additionally, 6 previously certified teachers attended a refresh training. In 2024-2025 100% of students participated in a minimum of one extended learning opportunity. Data Source: Local Data Related to GATE Qualification and Program	In 2026-2027, 20% of student in grades 4-6 will be identified as GATE. In 2026-2027, all staff teaching in grades 4-6 will be GATE certified. In 2026-2027, 100% of students will participate in a minimum of one extended learning opportunity.	There was an decrease of 19 students in grades 4-6 who were identified as GATE. There was a decline in teacher participation (9 fewer teachers trained) in GATE certification through OCDE due to 0 teachers attending the training in 2024-2025. There was an increase of 0.7% of GATE students who participated in the extended learning opportunities.
1.5	A-G Completion Rate	The 2023-24 A-G Completion Rate in 2023-2024 was 66%. Data Source: Local data related to A-G Completion	The 2024-2025 A-G Completion Rate was 61.8%. Data Source: Local data related to A-G Completion	The 2025-2026 A-G Completion Rate was 58%. Data Source: Local data related to A-G Completion	In the 2026-2027 school year the A-G completion rate for the district will be 75%.	There was a decline of 8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percentage of BOUSD College-Going Students	In 2022-2023 94% of students went to a two year college, four year college, or university. The California Dashboard for 2023 indicated that 51.3% of BOUSD students were identified as "Prepared" in the College/Career Indicator, providing an overall performance level of "Medium". Additionally, 31.6% were identified as "Not Prepared" and 17.1% were identified as "Approaching Prepared". Hispanic, socioeconomically disadvantaged, and students with disabilities were in the "Low" Performance Level, white students were in the "Medium" Performance Level, and Asian students were in the "Very High" Performance Level. Data Source: CA Dashboard 2023	New Metric for 2025-2026: Percentage of students "Prepared" including all student groups. In 2023-2024 45% of students went to a two year college and 41% went to a four year college or university. The California Dashboard for 2023-2024 indicated that 52.2% of BOUSD students were identified as "Prepared" in the College/Career Indicator. Unduplicated Pupils: SED- 43.5% "Prepared" EL- 13.8% "Prepared" HOM- 61.5% "Prepared" FOS- Fewer than 11 students- data not available	In 2024-2025 54% of students went to a two year college and 32% went to a four year college or university. The California Dashboard for 2024-2025 indicated that 62.5% of BOUSD students were identified as "Prepared" in the College/Career Indicator. Unduplicated Pupils: SED- 53.2% "Prepared" EL- 30.4% "Prepared" HOM- 33.3% "Prepared" FOS- Fewer than 11 students- data not displayed for privacy Additional Groups: SWD- 16.4% "Prepared" AA- Fewer than 11 students- data not	In 2026-2027 95% of students will be attending a two year or four year College/University. In 2026-2027, the California Dashboard for 2026 will indicate that 60% of BOUSD students were identified as "Prepared" in the College/Career Indicator. Additionally, all subgroups (Hispanic, socioeconomically disadvantaged, students, and Asian students) will be in the "Medium" , "High" or "Very High" Performance Level. Change in Year-Three Outcome as of 2025-2026: In 2026-2027 95% of students will be attending a two	There was a increase of 9% of students attending a two year college or four year college or university. Since 2023, there is an increase of 11.2% of students identified as "Prepared" in the College/Career Indicator. Unduplicated Pupils: SED- Growth of 9.7% "Prepared" EL- Growth of 16.6% "Prepared" HOM- Decline of 28.2% "Prepared" FOS- Fewer than 11 students- data not displayed for privacy Additional Groups: SWD- Growth of 6.6% "Prepared" AA- Fewer than 11 students- data not displayed for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Status Only Metric Discontinued Effective 2025-2026	Additional Groups: SWD- 9.8% "Prepared" AA- Fewer than 11 students- data not available HI 39.7% "Prepared" WH- 49.3% "Prepared" AS- 78.5% "Prepared" Data Source: CA Dashboard 2024	displayed for privacy HI- 44.3% "Prepared" WH- 57% "Prepared" AS- 90.1% "Prepared" LTEL- 23.5% "Prepared" Data Source: CA Dashboard 2025	year or four year College/University. The California Dashboard for 2026 will indicate that 60% of BOUSD students will be identified as "Prepared" in the College/Career Indicator. SED- 45% "Prepared" EL- 15% "Prepared" HOM- 65% "Prepared" FOS- N/A SWD- 15% "Prepared" HI- 45% "Prepared" WH- 55% "Prepared" AS- 85% "Prepared" Note: The Year-Three Outcome has been aligned to reflect a target percentage for each student group and is	HI- Growth of 4.6% "Prepared" WH- Growth of 7.7% "Prepared" AS- Growth of 11.6% "Prepared" LTEL- 23.5% "Prepared" (New for 2024-2025 CA Dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					aligned to the new data.	
1.7	Career Technical Education/Regional Occupation Program Opportunities	In 2023-2024 there were 1546 CTE course enrollments. Change in Baseline Effective 2025-2026: 2023-2024 CTE Pathway completions-204 Note: Baseline was changed to also include CTE Pathway completions and not only enrollments. Data Source: Local Data Related to CTE enrollments	In 2024-2025 there were 1,437 CTE course enrollments. 2024-2025 CTE Pathway completions-170 Data Source: Local Data Related to CTE Enrollment	The 2025-2026 there were 626 CTE course enrollments. 2025-2026 CTE Pathway completions will be available mid June. Data Source: Local Data Related to CTE Enrollment	In the 2026-2027 school year there will be at least 1750 CTE course enrollments. Change in Year-Three Outcome as of 2025-2026: In the 20262027 school year there will be 185 CTE Pathway completions.	There was a decrease of 920 CTE course enrollments in 2025-2026. There was a decrease of 92 CTE pathway completers.
1.8	Participation and Percentage of AP students who have passed with a score of "3" or higher	At Brea Olinda High School 1,704 students enrolled in AP courses in the 2023-2024 school year. Across the last two years, an average of 75% of AP exams were passed with a score of “3” or higher. Data Source: Aeries	At Brea Olinda High School, 1,880 students enrolled in AP courses in the 2024-2025 school year. In 2023-2024 473 (81.68%) of AP exams were passed with a score of "3" or higher.	At Brea Olinda High School, 1,195 students were enrolled in AP courses in the 2025-2026 school year. In 2024-2025 864 (87.89%) of AP exams were passed with a score of "3" or higher.	At Brea Olinda High School 1,800 students enrolled in AP courses in the 2026-2027school year. The school wide AP pass rate at BOHS will increase by 5% over the year 2 and year 3 combined average pass rate.	In 2025-2026 there was a decline of 509 AP course enrollments. In 2024-2025 there was an increase of 12.5% of AP exams passed with a score of "3" or higher.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Aeries	Data Source: Aeries		
1.9	Provide opportunities for family engagement or parent/guardian training regarding academic programs, supporting their students at home, and articulation K-12.	In 2023-2024 there was one GATE parent information meeting providing information outlining the BOUSD GATE program and how to support GATE students at home. In 2023-2024 there were four DELAC meetings where parents/guardians were provided information regarding reclassification, our EL support, and data review as part of the annual needs assessment. Data Source: Local Data Regarding Parent/Family Engagement and Training	In 2024-2025 there was one GATE parent information meeting in the fall and a second in January for prospective GATE parents. In 2024-2025 there were four DELAC meetings where parents/guardians were provided information regarding reclassification, our EL support, and data review as part of the annual needs assessment. Data Source: Local Data Regarding Parent/Family Engagement and Training	In 2025-2026 there were two GATE parent information meetings providing information outlining the BOUSD GATE program and how to support GATE students at home. In 2025-2026 there were four DELAC meetings where parents/guardians were provided information regarding reclassification, our EL support, and data review as part of the annual needs assessment. Data Source: Local Data Regarding Parent/Family Engagement and Training	The district will have no less than two GATE Parent information meetings and and End of Year Culminating Project. The District will maintain four DELAC meetings in the 2026-2027 school year.	In the 2024-2025 there was an additional parent information meeting for parents. The district maintained four DELAC meetings in the 2024-2025 school year.

Goal Analysis [2025-26]

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

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

To realize its vision of equitable, rigorous, and future-focused education, BOUSD implemented a comprehensive set of actions under Goal 1. Overall, the district successfully implemented the majority of planned actions, with a strong focus on strengthening instruction, expanding intervention supports, and increasing equitable access to rigorous learning opportunities. While most actions were implemented as described in the adopted LCAP, some required adjustments due to staffing constraints, scheduling limitations, and the need to refine systems for greater coherence and impact.

Strengthening Instructional Capacity
The district largely implemented planned actions to strengthen instructional capacity, particularly through the use of Instructional Coaches (Actions 1.5, 1.6, and 1.7), who provided job-embedded professional learning, modeling, and coaching cycles aligned to district priorities. Professional development related to the California Mathematics Framework and high-impact instructional strategies (Actions 1.11, 1.12, and 1.25) was delivered as planned and supported increased focus on student discourse, reasoning, and critical thinking. A key success was the increased alignment of instructional practices across sites and improved teacher collaboration through Professional Learning Communities (Action 1.28) and dedicated collaboration time (Actions 1.9 and 1.13). However, implementation varied across sites, particularly in the consistency and effectiveness of PLC practices. A primary challenge impacting implementation was limited substitute availability, which constrained the district's ability to provide release time for collaboration and professional learning as originally planned. As a result, some collaboration structures were implemented with less frequency or depth than described in the adopted LCAP. Additionally, the district identified the need to further define and standardize expectations for PLC implementation to ensure consistent impact across all sites.

Targeted Academic Support and Intervention
The district implemented key actions related to academic intervention, including the use of i-Ready (Action 1.34), Ellevation (Action 1.35), and evidence-based literacy programs such as UFLI Foundations (Action 1.37) and Heggerty (Action 1.38). These tools supported data-driven instruction and targeted intervention planning during PLCs (Action 1.28) and teacher collaboration time (Action 1.13). A notable success was the increased use of data to inform instruction and intervention, particularly for English learners, students with disabilities, and other student groups requiring additional support. However, some actions were not fully implemented as originally described. Specifically, expanded tutoring and extended learning opportunities (Action 1.14) were implemented in a more limited capacity due to staffing shortages and limited availability of personnel to support after-school programs. Additionally, the district continues to refine its Multi-Tiered System of Supports (MTSS), as initial implementation revealed inconsistencies in how interventions were delivered across sites. These challenges impacted the consistency and timeliness of targeted academic support.

Supporting English Learners and Language Development
The district implemented actions to support English Learners, including instructional coaching (Action 1.5), designated and integrated ELD (Action 1.19), and the use of paraprofessionals and EL Program Coordinators (Actions 1.20 and 1.21). Professional development (Action 1.12) supported teacher capacity in implementing research-based strategies for multilingual learners. A key success was the continued implementation and expansion planning of the Dual Language Immersion program (Action 1.27), which represents a strong commitment to bilingualism and biliteracy. However, implementation challenges remain. Designated ELD instruction was not implemented with full

consistency across all classrooms, indicating a need for more comprehensive and targeted training. Additionally, while family engagement opportunities such as ELAC and DELAC were provided, participation rates were lower than anticipated, reflecting a gap between planned outreach efforts and actual engagement outcomes.

Promoting Equity in Access and Enrichment
The district implemented a wide range of actions to promote equitable access, including instructional coaching (Action 1.5), counseling supports (Actions 1.3 and 1.10), and enrichment opportunities such as GATE (Actions 1.24 and 1.25) and AVID (Actions 1.15–1.18). Funding for assessments and advanced coursework (Actions 1.26, 1.31, and 1.32) was implemented as planned to reduce financial barriers. A success in this area was the expansion of access to advanced coursework and enrichment opportunities, particularly through AVID and GATE programming. However, the district identified ongoing challenges related to system coherence. Specifically, inconsistencies within the MTSS framework impacted equitable access to both intervention and enrichment supports. Additionally, while AVID programming was implemented, the district determined that the program's goals and articulation across grade levels require refinement to fully align with current college and career readiness priorities. This represents a substantive shift in how the district plans to strengthen this action moving forward.

Data-Driven Instruction and Digital Tools
The district successfully implemented the use of data systems, including Illuminate (Action 1.33), i-Ready (Action 1.34), and Ellevation (Action 1.35), to support ongoing progress monitoring and instructional planning. Teachers engaged in collaborative data analysis during PLCs (Action 1.28) and preparation time (Action 1.13), which supported more responsive instruction. A key success was the increased integration of data into instructional decision-making. However, implementation revealed challenges in ensuring consistent staff capacity in data analysis. While professional development (Action 1.12) was provided, it was not sufficient to ensure uniform understanding and application of data protocols across all sites. Additionally, limited time for data analysis and instructional planning impacted the depth of implementation compared to what was originally described in the LCAP.

Expanding College and Career Readiness
The district implemented actions related to college and career readiness, including counseling services (Action 1.3), AVID programming (Actions 1.15–1.18), and financial supports for AP exams and PSAT testing (Actions 1.31 and 1.32). These actions increased student access to college preparatory experiences and assessments. A success was the continued expansion of college-going supports and increased access to advanced coursework. However, the district identified challenges in monitoring outcomes. Specifically, data collection systems used to track college and career readiness indicators were not as developed as planned, limiting the district's ability to fully evaluate program effectiveness. Additionally, AVID implementation revealed inconsistencies in recruitment and retention, indicating a need to adjust implementation strategies.

Engaging Families as Partners in Learning
The district implemented family engagement opportunities, including parent workshops, GATE information nights, and DELAC meetings, as planned. These efforts supported communication and provided families with strategies to support student learning. A success was strong participation in general school events such as Back to School Night and Open House. However, a key challenge was lower-than-expected participation in advisory committees such as ELAC and DELAC. While these structures were implemented, they did not fully achieve the intended level of engagement in decision-making processes, representing a gap between planned and actual outcomes. The district has identified this as an area for continued improvement.

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.

This year, BOUSD experienced differences between Budgeted Expenditures and Estimated Actual Expenditures. Please find justifications below:

Action 1.10: Staff member left district mid year and will be closed for 2026-2027
Action 1.11: The district did not hire a motivational speaker for our first PD Day in the 2025-2026 school year, which decreased actual expenses from the original budget.
Action 1.12: The district overspent due to increased investment in professional development with the use of Title II funds.
Action 1.15- 1.16: The district overestimated costs of the program
Action 1.18: Lower-than-expected interest in AVID tutor positions; the district will continue recruitment efforts.
Action 1.19: A transition in district leadership impacted the planning and execution of this action. The district is in the planning stages to grow the DLI program, with implementation expected in the 2025–26 school year.
Action 1.20: The district overspent due to the increase of hours for specific individuals at the secondary level.
Action 1.21: The district overspent due to a negotiated salary increase.
Action 1.22: The district purchased a three-year contract for 3D Curriculum in 2023–24; no further costs will occur until the contract expires in 2025–26.
Action 1.23: The district purchased a three-year contract with Rosetta Stone in 2023–24; no further costs will occur until the contract expires in 2025–26.
Action 1.24: The district is working on adding additional GATE nights for families and students
Action 1.25: The district is exploring options to certify more teachers for GATE programs; as the program grows, more teachers will be trained to support it.
Action 1.26: Program costs were lower than expected; adjustments have been incorporated into the 2026–27 LCAP.
Action 1.27: The district overspent due to negotiated salary increase.
Action 1.29: Summer school was not offered in summer 2025 due to use of ACCESS program.
Action 1.30: Actual expenditures exceeded the budgeted amount due to increased enrollment and expanded staffing needs within the Extended Learning Opportunities Program (ELOP). As student participation grew beyond initial projections, additional personnel were required to maintain appropriate staffing levels and continue providing high-quality extended learning opportunities.
Action 1.32: The budget was overestimated; one PSAT test was held in the 2025–2026 school year, and costs reflected additional hours worked by PSAT administrators.
Action 1.35: The district overspent due to the addition of an add-on feature.
Action 1.36: The district is discontinuing use of the program.
Action 1.37: The district overspent due to the expansion of the use of the program as a Tier I instructional program and targeted intervention in grades K-3.
Action 1.38: The district overestimated the cost of the program.
Action 1.39: The budget was overestimated

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

The actions implemented under Goal 1 reflect BOUSD's strategic approach to improving academic achievement, instructional rigor, and college and career readiness. Analysis of 2025–2026 outcome data demonstrates that while many actions have been effective in improving overall student performance (Metric 1.2), several actions have been less effective in accelerating progress for specific student groups and in ensuring consistent implementation across sites.

Strengthening Instructional Capacity
Actions 1.11, 1.12, and 1.25 (professional learning), Actions 1.5, 1.6, 1.7, and 1.8 (instructional coaching), and collaborative structures have been effective in improving overall student achievement on CAASPP ELA and math (Metric 1.2), as evidenced by BOUSD performance exceeding county and state averages. These actions have contributed to increased instructional consistency and strengthened core instruction across the district. However, these same actions have been less effective in improving outcomes for specific student groups, including English learners, students with disabilities, foster and homeless youth, socioeconomically disadvantaged students, and Hispanic students, as achievement gaps persist within Metric 1.2. This indicates that while the actions are effective for overall performance, they have been ineffective in eliminating disparities in subgroup performance. To improve effectiveness, the district will strengthen Action 1.28 (Professional Learning Communities) to deepen data analysis, increase the use of targeted instructional strategies, and provide differentiated coaching aligned to student group needs.

Targeted Academic Support & Intervention
Action 1.28 (Professional Learning Communities), along with Actions 1.34 and 1.35 (assessment and data analysis), has been effective in improving teachers' use of data to inform instruction (Metrics 1.2 and 1.3). Evidence includes increased teacher collaboration and more frequent analysis of student assessment results. Additionally, Action 1.2 (Reading Specialists), Actions 1.5 and 1.8 (instructional coaching), and Actions 1.37 and 1.38 (UFLI and Heggerty) have been effective in strengthening foundational literacy and instructional practices, particularly in primary grades. However, Action 1.14 (extended learning and intervention opportunities) and site-based intervention practices have been inconsistently implemented, making them less effective in accelerating student learning across Metrics 1.2 and 1.3. This inconsistency limits the overall impact of these supports. Next steps include improving alignment and consistency of intervention structures across sites and strengthening cross-grade collaboration.

Supporting English Learners & Language Development
Actions 1.5, 1.12, 1.20, 1.21, and 1.35 have been effective in improving English learner outcomes, as demonstrated by increased reclassification rates (Metric 1.3). These actions have strengthened progress monitoring, instructional practices, and staffing supports for English learners. However, Action 1.19 (integrated and designated ELD) and related language development supports have been inconsistently implemented across sites, making them less effective in accelerating outcomes for all English learners (Metric 1.3), particularly Long-Term English Learners (LTELs). The district will improve effectiveness by strengthening implementation of ELD, increasing focus on LTELs, and improving coordination of intervention supports.

Promoting Equity in Access & Enrichment
Actions 1.31 (AP exam fee assistance), 1.32 (PSAT access), and 1.24, 1.25, and 1.26 (GATE programming) have been effective in increasing student access to advanced coursework and enrichment opportunities (Metrics 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, and 1.8) by reducing financial barriers and expanding participation. Actions 1.15, 1.16, 1.17, and 1.18 (AVID) have also been effective in promoting college and career readiness and supporting student skill development. However, these actions have been less effective in ensuring equitable

representation of all student groups in advanced programs, indicating continued disparities across Metrics 1.2 and 1.3. Additionally, some systems supporting access have been inconsistently implemented, reducing their overall effectiveness. The district will refine MTSS processes, strengthen alignment of AVID goals, and improve coordination of enrichment and intervention supports.

Data-Driven Instruction & Digital Tools
Actions 1.33, 1.34, and 1.35 (data platforms) have been effective in improving the district's ability to monitor student progress and inform instruction (Metrics 1.2 and 1.3). These tools have supported more focused data analysis in PLCs and improved tracking of English learner progress and assessment results. Actions 1.13 (teacher preparation time) and 1.28 (PLCs) have also been effective in providing structured opportunities for data analysis and instructional planning. However, Action 1.28 has been less effective in ensuring consistent implementation of data analysis protocols and instructional responses across all sites, limiting the overall impact on student outcomes. To improve effectiveness, the district will provide additional professional learning focused on data use, platform training, and consistent instructional application.

Expanding College & Career Readiness
Actions 1.31 (AP exam fee assistance) and 1.32 (PSAT participation) have been effective in increasing access to college readiness opportunities (Metrics 1.5, 1.6, 1.7, and 1.8) by reducing financial barriers and increasing student participation. Actions 1.6 and 1.7 (Instructional Coaches), along with site leadership collaboration, have been effective in strengthening college and career readiness systems and building a college-going culture. Actions 1.15–1.18 (AVID) have been effective in developing student readiness skills and supporting postsecondary preparation. However, these actions have been less effective in ensuring consistent program implementation and sustained student participation, particularly in AVID at the secondary level, limiting full impact on Metrics 1.5–1.8. Next steps include improving program articulation, strengthening recruitment and retention, and refining data collection practices.

Engaging Families as Partners in Learning
Family engagement efforts, including workshops, GATE information nights, and DELAC meetings, have been effective in increasing communication and providing families with strategies to support student learning (Metric 1.9). Participation in school events has also been effective in promoting general school involvement. However, these efforts have been less effective in generating consistent participation in advisory committees such as DELAC, limiting family input in decision-making processes tied to instructional programs (Metric 1.9). To improve effectiveness, the district will strengthen outreach strategies, clarify the purpose of advisory committees, and expand accessible participation opportunities.

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

The district remains committed to addressing the academic needs of all students through data analysis, Professional Learning Communities, and staff professional development. Additionally, BOUSD will continue to focus on increasing academic achievement and closing the achievement gap through the implementation a professional development plan that targets the implementation of high impact instructional strategies, differentiation, and inclusion.

The following changes have been made for the 26-27 LCAP:
Action 1.1- Increased due to salary increase

Action 1.2- Increased due to salary increase
Action 1.3- Increased due to salary increase
Action 1.4- Increased due to salary increase
Action 1.5- Increased due to salary increase
Action 1.6- Increased due to salary increase
Action 1.7- Increased due to salary increase
Action 1.8- Increased due to salary increase
Action 1.9- Increased to include paraprofessionals
Action 1.10- Intervention teacher position not filled in 25-26 and closed for 26-27
Action 1.14- Increased due to salary increase
Action 1.15- Increased due to salary increase
Action 1.20-Increased due to salary increase
Action 1.21- Increased due to salary increase
Action 1.23- Action no longer contributing as the contract ended and was not renewed
Action 1.24- Reduced due to change in program needs
Action 1.25- Reduced because training will be provided by OCDE
Action 1.26- Reduced due to needing fewer assessment accounts
Action 1.27- Increased to include additional stipends and salary increase
Action 1.29- Secondary summer school is now offered through ACCESS
Action 1.34- Cost of program increase
Action 1.35- Cost of program increase
Action 1.36- Program no longer implemented
Metric 1.2- Added disaggregated data for Unduplicated Pupil groups

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fully Credentialed Teaching Staff	Ensures Unduplicated Pupils access to core curriculum via instructional delivery by Highly Qualified Teachers, and implementation of academic content and performance standards adopted by the State Board; efficacy determined by increased student performance on local and state assessments, reclassification rates, College-Going rates, A-G rates, chronic absenteeism and suspension data and classroom performance data.	$30,952,433.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Six Elementary Reading Specialists	Provides additional supplemental, highly specialized support for Unduplicated Pupils who demonstrate a need for increased development in reading fluency and comprehension. Student growth is monitored via district diagnostics. After an analysis of our Unduplicated Pupil data, there is a need to increase supplemental learning that specifically addresses learning gaps in reading with highly trained Reading Specialists. This service should result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance data. Additionally, there will be an improvement in proficiency in ELA and reading for grades K-6.	$899,304.00	Yes
1.3	College Career Guidance NOCROP Counselor Support	Staff that directly supports and increases A-G readiness and College/Career success for Unduplicated Pupils with direct monitoring and incremental goals. Staff member will provide regular and ongoing check-ins with a focus on Unduplicated Pupils. After an analysis of our Unduplicated Pupil data, there is a need to increase College/Career readiness support for at-promise learners. This service should result in increased A-G eligibility rates and increase College/Career readiness rates.	$157,626.00	Yes
1.4	Special Education Program Specialist	BOUSD was identified for CIM in 2023-2024 in respect to significant disproportionality. The district was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to, Graduation Rate, LRE regular class 80% or more, and LRE separate schools (Preschool). This action supports strategic plans to address CIM and Differentiated Assistance. This program specialist will be dedicated to support the needs of students with special needs through support for purposeful instructional design, pedagogy development and IEP development. After an analysis of our Special Education data, there is a need to support the ongoing requirements associated with Special Education in order to increase	$163,893.00	No

Action #	Title	Description	Total Funds	Contributing
		efficacy and programmatic essentials. This service should result in increase Special Education student performance on state and local assessments, increased reclassification rates and improve student marks and classroom performance data.		
1.5	Three Full Time Instructional Coaches	These are embedded, specialized Staff support with particular focus on coaching and developing forward-leaning teaching strategies that engage and reach the specific learning needs of Unduplicated Pupils. After an analysis of our Unduplicated Pupil data, there is a need to increase instructional development and support that directly support the specific learning needs for at-promise students. This services should result in increased student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance data. Additionally, this will result in increased teacher performance.	$397,187.00	No
1.6	Instructional Coach-Falcon Academy of Science and Technology	This instructional coach will focus on coaching and developing forward-leaning teaching strategies that engage and reach the specific learning needs of Unduplicated Pupils in the Next Generation Science Standards (NGSS), college and career readiness skills, and an emphasis on Technology. After an analysis of our Unduplicated Pupil data, there is a need to increase instructional development and support that directly support the specific learning needs for at-promise students within NGSS instruction and the use of Technology in the classroom by staff and students to enhance and demonstrate learning. This services should result in increased student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance data. Additionally, this will result in increased teacher performance.	$148,211.00	No
1.7	Instructional Coach-Laurel Elementary Magnet School of Innovation and Career Exploration	This instructional coach will focus on coaching and developing forward-leaning teaching strategies that engage and reach the specific learning needs of Unduplicated Pupils through innovative learning experiences that blend core subject areas with college and career exploration. After an analysis of our Unduplicated Pupil data, there is a need to increase	$184,502.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional development and support rooted in creativity, collaboration, communication, and critical thinking that directly support the specific learning needs for at-promise students. This services should result in increased student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance data. Additionally, this will result in increased teacher performance.		
1.8	Early Childhood Education Coordinator/Specialist	This staff member will support the school readiness program supporting children aged 0-5. This includes the Learning Link program , fee-based and state preschool programs, and transitional kindergarten programs. Through coaching, training, and data analysis this position supports Unduplicated Pupils with the development of skills necessary for academic, social emotional and behavioral success in school.	$160,588.00	No
1.9	Certificated PE Staff Salary and Benefits	This position provides PE instruction and activities in order for teachers to engage in data analysis and lesson/unit design to support the unique needs of Unduplicated Pupils. This also includes the analysis of local data in the form of common formative assessments and iReady, as well as CAASPP data. There is a need for teachers to have additional time for planning to address the needs of Unduplicated Pupils in order to support their academic growth and close the achievement gap.	$694,525.00	Yes
1.10	Intervention Teacher for Brea Canyon High School (BCHS) Discontinued for 2026-2027	This staff member will provide additional highly specialized support for Unduplicated Pupils who demonstrate a need for increase academic skills development. After an analysis of the Unduplicated Pupil data at BCHS, there is a need to increase supplemental learning that specifically addresses learning gaps for students at BCHS. This services should result in improved performance on state and local assessments, reclassification rates, student marks and performance in class, and increase college-going rates.		

Action #	Title	Description	Total Funds	Contributing
1.11	Two Certificated Professional Development Days (Full Day)	BOUSD was identified for CIM in 2023-2024 in respect to significant disproportionality. The district was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to, Graduation Rate, LRE regular class 80% or more, and LRE separate schools (Preschool). In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. Provides opportunities for training, data analysis, and grade level or inter-departmental collaboration that focuses on increasing the achievement for Unduplicated Pupils and Students with Disabilities, and the implementation of the academic content and performance standards adopted by the State Board. This professional development will help staff build capacity in how to best service our Unduplicated Pupils and close achievement gaps. This services should result in improved performance on state and local assessments, reclassification rates, student marks and performance in class, and increase college-going rates. Training will include, but not be limited to, Professional Learning Communities, Universal Design for Learning, GLAD, trauma informed instruction, and other PD items that have been noted in the district's work to address Significant Disproportionality an additional Targeted Support and intervention (ATSI).	$100,000.00	Yes
1.12	Professional Development for Certificated Teachers	BOUSD was identified for CIM in 2023-2024 in respect to significant disproportionality. The district was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to, Graduation Rate, LRE regular class 80% or more, and LRE separate schools (Preschool). In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action supports strategic plans to address CIM and Differentiated Assistance. Professional Development (PD) opportunities are targeted and supports continuous improvement via the implementation of strategies and supports that accelerate rates of achievement for Unduplicated Pupils and Students with Disabilities. This PD focuses on strategies and best practices such as Universal Design for Learning, differentiation, Professional Learning Communities, Reading Support for Long Term English Learners, and Multi-Tiered Systems of Support to enhance the implementation of academic content standards. This work will also assist with training resulting from the District's placement into Differentiated Assistance. After an analysis of our Unduplicated Pupil data, there is a need to increase capacity-building in the areas of specific instructional support for Unduplicated pupils. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance. Training will include, but not be limited to, Professional Learning Communities, Universal Design for Learning, GLAD, trauma informed instruction, and other PD items that have been noted in the district's work to address Significant Disproportionality an additional Targeted Support and intervention (ATSI).		
1.13	Teacher Prep Time via Implementation of Elementary PE Program	Teacher prep time provides an opportunity for teachers to review student achievement data, plan standards-based lessons to address diverse needs of Unduplicated Pupils, and communicate feedback to students and parents/guardians. . After an analysis of our Unduplicated Pupil data, there is a need to increase teacher prep time to allow teachers to appropriately design learning experiences to meet the diverse needs of students. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance. Expenses accounted for in Goal 1 Action 9, this item offers help in two of our actions under Goal 1.9, By hiring PE teachers it allows the teachers to have prep time, so no additional cost on this item. (please refer to Action 1.9)		No

Action #	Title	Description	Total Funds	Contributing
1.14	Extended Learning/Tutoring	Site based allocation ($7,500) to support extended day learning opportunities for at promise students in both ELA and Mathematics. Tutoring provides support to Unduplicated Pupils to provide intervention and increase academic performance. After an analysis of our Unduplicated Pupil data, there is a need to provide additional academic support to meet in the specific learning needs of at promise students. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance.	$70,000.00	Yes
1.15	Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS)	The implementation of the AVID program at BOHS facilitates College and Career Readiness for Unduplicated Pupils via a structured program that embeds research-based strategies and instructional/organizational support through ongoing training and additional tutorial support. An analysis of College-Going/A-G data indicates a need to support ongoing opportunities to increase the percentage of Unduplicated Pupils who are eligible to attend college. This action should result in increase College-going/A-G rates and graduation rates.	$122,807.00	Yes
1.16	Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS)	The implementation of the AVID program at BJHS facilitates College and Career Readiness for Unduplicated Pupils via a structured program that embeds research-based strategies and instructional/organizational support through ongoing training and additional tutorial support. An analysis of College-Going/A-G data indicates a need to support ongoing opportunities to increase the percentage of Unduplicated Pupils who are eligible to attend college. This action should result in increase College-going/A-G rates and graduation rates.	$35,000.00	Yes
1.17	Advancement via Individual Determination (AVID) for Arovista Elementary	The implementation of the AVID program at Arovista Elementary facilitates College and Career Readiness for Unduplicated Pupils via a structured program that embeds research-based strategies and instructional/organizational support through ongoing training and additional tutorial support. An analysis of College-Going/A-G data indicates a need to support ongoing opportunities to increase the percentage of Unduplicated Pupils who are eligible to attend college. This action should result in	$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increase College-going/A-G rates and preparation for the 7-12 AVID program.		
1.18	AVID Tutors for BOHS and BJHS	Provide students, especially Unduplicated Pupils, with intensive and targeted tutoring support through the AVID classes offered at BOHS and BJHS. Tutors would focus on core academic skills for success, using proven AVID strategies that translate to academic success in core classes. After an analysis of our Unduplicated Pupil data, there is a need to increase academic support through tutoring opportunities that are embedded in the AVID elective courses. This service should result in increased student performance on state and local assessment, reduce D and F rates at the junior high school and high school levels, and result in an increase in the district's overall graduation and college going rates.	$20,000.00	Yes
1.19	Designated and Integrated English Language Development (ELD) Training for Staff	The implementation of Designated ELD and Integrated ELD supports the English language acquisition of English learners through intentional opportunities to engage in listening, speaking, reading and writing in English. This training will provide staff with an understanding of the California English Learner Roadmap and the skills to develop Designated ELD and Integrated ELD lessons based upon student data and support for the district's Long Term English Learners (LTEL's). After an analysis of English learner data on state and local assessments, there is an identified need to provide staff with training in language acquisition and differentiation to meet the needs of English learner students. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance.	$40,000.00	Yes
1.20	Classroom Instructional Aide Paraprofessionals-English Learner Program	These paraprofessionals will provide classroom/student/teacher support specifically focuses on building academic language skills for English Learners (Emergent Bilinguals) through Integrated and Designated English Language Development. After an analysis of our English Learner data, there is a need to increase supplemental instructional support. This service should result in increase student reclassification rates, increased student	$244,690.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance on state and local assessments, and improved student marks and classroom performance.		
1.21	Site English Learner Program Coordinator Stipend	Each site is provided a stipend position in order to facilitate the identification, monitoring, and assessment of English learners (EL). Duties of this position include data collection and review, communication with educational partners, and maintenance of student records. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$20,100.00	Yes
1.22	English 3D Curriculum	English 3D is an English Language Development (ELD) curriculum to support English Learners (EL) in grades 7-12. This curriculum supports instruction in the secondary ELD courses which are comprised of EL students who are at the "Emerging" level of English language acquisition. The use of this curriculum should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$60,000.00	No
1.23	Rosetta Stone Discontinued for 2026-2027	Rosetta Stone is a language acquisition program utilized to support "newcomer" English Learner (EL) students. This program is used to support instruction in the ELD courses (secondary) and general education classes (elementary). The use of this program should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.		
1.24	GATE program workshops and extended learning for students	Program workshops and extended learning opportunities are offered to BOUSD GATE students in grades 4-6 as part of many enrichment opportunities throughout the school year. The extended learning program provides GATE students, including Unduplicated Pupils, an opportunity for enrichment aligned with GATE strategies and best practices. After an	$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
		analysis of our GATE program and data, there is a need to increase capacity in the area of developing and recruiting GATE students within our Unduplicated Pupil group. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.		
1.25	GATE Certification Training for Teachers	This certification training supports differentiated classroom instruction for all students in core subject areas, including for Unduplicated Pupils who are GATE-identified. After an analysis of our GATE program and data, there is a need to increase capacity in the area of developing and recruiting GATE students within our Unduplicated Pupil group. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$11,000.00	No
1.26	CoGAT Assessment for GATE identification process	The CoGAT assessment is administered universally to students in grade 3 and by recommendation for students in grades 4-6 as part of the GATE identification process. After an analysis of our GATE program and data, there is a need to increase capacity in the area of developing and recruiting GATE students within our Unduplicated Pupil group. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$8,000.00	No
1.27	Dual Language Immersion program at Arovista Elementary	Dual Language Immersion is a unique educational model where students, including Unduplicated Pupils, learn to think, read, write and communicate naturally in two languages: English and Spanish. Native Spanish and native English speaking students study together, beginning in kindergarten through 6th grade, to be bilingual and biliterate in both languages.	$807,570.00	Yes
1.28	Professional Learning Communities	BOUSD was identified for CIM in 2023-2024 in respect to significant disproportionality. The district was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates,	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to, Graduation Rate, LRE regular class 80% or more, and LRE separate schools (Preschool). In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. The implementation of Professional Learning Communities provides an opportunity for teachers to review student achievement data, plan standards-based lessons to address diverse needs of Unduplicated Pupils and Students with Disabilities, and communicate feedback to students and parents/guardians. PLC's will also be critical for the district to be able to respond to, and address, its Differentiated Assistance status. After an analysis of our Unduplicated Pupil data, there is a need to increase teacher prep time to allow teachers to appropriately design learning experiences to meet the diverse needs of students. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance.		
1.29	Secondary Summer School Discontinued 2025-2026	As part of the effort to support all students, including Unduplicated Pupils, meet graduation requirements, summer school at the secondary level provides an opportunity for credit recovery. After an analysis of graduation rates, specifically of Unduplicated Pupils, a need for credit recovery was identified. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved graduation rates.		
1.30	Extended Learning Opportunities via Child Development Services Summer Camp	The CDS Summer Camp provides students, specifically Unduplicated Pupils, the opportunity to grow academically, social emotionally, and behaviorally during the summer. After a review of student data and the needs of our community, it was determined that the development of s	$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		summer program to support students, including Unduplicated Pupils, was necessary.		
1.31	AP Reimbursements	This service provides students with the opportunity to take Advanced Placement Exams, with the intention to remove any barrier that might keep a student from earning college credit prior to graduation. After an analysis of our Unduplicated Pupil data, there is a need to increase accelerated courses with provide Unduplicated Pupils with access to coursework that makes them A-G eligible and could potentially help them earn college credit.This service will result in increase student performance on state and local assessments, increased AP passing percentages, increase A-G/College Career readiness, and increase college-going rate.	$5,000.00	Yes
1.32	PSAT Administration-Brea Junior High School, Brea Olinda High School, Brea Canyon High School	This service provides students with the opportunity to take the PSAT, with the intention to remove any barrier that might keep a student from taking this exam, which is often used for scholarship identification and college recruiting. After an analysis of our Unduplicated Pupil data, there is a need to increase access to opportunities that provide students with access to the college pipeline as early as possible. This service will result in increase student performance on state and local assessments, increased AP passing percentages, increase A-G/College Career readiness, and increase college-going rate.	$7,000.00	No
1.33	Illuminate	This is a web-based program that houses standards-based assessments, elementary report cards, and provides the ability to disaggregate student data to closely monitor Unduplicated Pupil performance. This resource will help teachers identify students who require intervention and/or additional intervention. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance, and improve communication with parents/guardians regarding student progress monitoring and grading.	$48,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.34	iReady	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA and Math achievement rates. This action supports strategic plans to address Differentiated Assistance. This is the local diagnostic assessment that is leveraged three times per year to document student performance and proficiency of academic content and performance standards adopted by the state board in Reading and Math. This web-based program provides embedded enrichment and intervention lessons that directly support areas of growth. After an analysis of our Unduplicated Pupil and Students with Disabilities data, there is a need to increase diagnostic monitoring. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$210,000.00	Yes
1.35	Ellevation	This web-based program provides support with monitoring the progress of English Learners and will assist the district in supporting its Long Term English Learners and be responsive to its Differentiated Assistance status. After an analysis of our English Learner data and reclassification process, it is necessary to utilize a platform that will provide updated data for teachers, site administrators, and district administrators. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$18,000.00	Yes
1.36	Fountas and Pinnell Reading Intervention System Discontinued 2026-2027	This differentiated, leveled reading intervention program (including consumables) is utilized by the Reading Specialist during reading intervention with students, particularly Unduplicated Pupils. After an analysis of our Unduplicated Pupils data, there is a need to provide supplemental curriculum that is tiered and meets students at their specific reading levels. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.		

Action #	Title	Description	Total Funds	Contributing
1.37	UFLI Reading Program	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates. This action supports strategic plans to address Differentiated Assistance. This differentiated, leveled reading intervention program (including consumables) is utilized by the Reading Specialist during reading intervention with students, particularly Unduplicated Pupils and Students with Disabilities. After an analysis of our Unduplicated Pupils data, there is a need to provide supplemental curriculum that is tiered and meets students at their specific reading levels. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$2,000.00	Yes
1.38	Sonday Reading Intervention System	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates. This action supports strategic plans to address Differentiated Assistance. This reading intervention program provides tiered, personalized support for Students with Disabilities with the intent of increasing performance and proficiency of academic content and performance standards adopted by the stare board in reading fluency and comprehension. After an analysis of our Unduplicated Pupil and Special Education data, there is a need to increase supplemental learning that specifically addresses closing learning gaps for Students with Disabilities. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$20,000.00	No
1.39	Hegerty Reading Program	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates. This action supports strategic plans to address Differentiated Assistance.	$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This differentiated, leveled reading intervention program (including consumables) is utilized by the Reading Specialist during reading intervention with students, particularly Unduplicated Pupils. After an analysis of our Unduplicated Pupils and Students with Disabilities data, there is a need to provide supplemental curriculum that is tiered and meets students at their specific reading levels. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.		
1.40	Continued Expansion of Arovista Elementary Programming- AVID and Dual Language Immersion	The implementation of the AVID program at Arovista Elementary facilitates College and Career Readiness for Unduplicated Pupils via a structured program that embeds research-based strategies and instructional/organizational support through ongoing training and additional tutorial support. An analysis of College-Going/A-G data indicates a need to support ongoing opportunities to increase the percentage of Unduplicated Pupils who are eligible to attend college. This action should result in increase College-going/A-G rates and preparation for the 7-12 AVID program. Dual Language Immersion is a unique educational model where students, including Unduplicated Pupils, learn to think, read, write and communicate naturally in two languages: English and Spanish. Native Spanish and native English speaking students study together, beginning in kindergarten through 6th grade, to be bilingual and biliterate in both languages.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District will cultivate an environment that supports the mental health, physical health, and overall well-being of every student. This will be achieved through wellness programs, access to mental health resources, promotion of healthy lifestyles, community partnerships, and ongoing education for students, families, and staff in order to foster a positive school climate that prioritizes a growth mindset, resilience, and social-emotional learning, leading to improved academic outcomes and lifelong well-being for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Merging educational partner feedback with qualitative survey data from the California Healthy Kids Survey, Panorama Social Emotional Learning surveys, and other student centered metrics has helped the district develop this goal to address mental health and well-being of all students because it aligns with BOUSD's commitment to holistic education. Recognizing that students' academic success is intertwined with their mental and physical well-being, the district acknowledges the importance of providing comprehensive support to nurture students' overall health. By prioritizing wellness programs, access to mental health resources, and the promotion of healthy lifestyles, BOUSD demonstrates its dedication to fostering an environment where students can thrive emotionally, socially, and academically.

Addressing mental health contributes to creating a positive school climate and fostering a growth mindset among students. By prioritizing social-emotional learning and resilience-building initiatives, BOUSD aims to create a supportive and inclusive school culture where students feel valued, respected, and empowered to overcome challenges. A positive school climate not only enhances students' overall well-being but also contributes to improved academic outcomes and long-term success.

BOUSD recognizes the interconnectedness of mental health, academic achievement, and lifelong well-being. Research consistently demonstrates that students' mental and emotional health significantly impact their academic performance, attendance, and overall engagement in school. By investing in mental health education for students, families, and staff, BOUSD equips its community with the necessary tools and resources to support students' mental health needs effectively, ultimately leading to improved academic outcomes and lifelong well-being.

Moreover, establishing partnerships with community organizations and stakeholders further strengthens BOUSD's ability to provide comprehensive mental health support to its students. By collaborating with external agencies, such as mental health providers and community organizations, BOUSD can leverage additional resources and expertise to address the diverse needs of its student population more effectively.

The district will continue this goal based upon the 2025 California Dashboard, student survey data, and educational partner feedback. There is a need to continue efforts related to student well-being, attendance, and behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher professional development around supporting student mental health and cultivating a positive learning environment.	2022-2023- 3% teachers participated in professional development related to supporting student mental health and cultivating a positive learning environment	In 2024-2025 3% of teachers participated in professional development related to supporting mental health. Data Source: Local Data Regarding Professional Development	In 2025-2026 95.6% of teachers participated in professional development related to supporting mental health. Data Source: Local Data Regarding Professional Development	50% of teachers participate in professional development related to supporting student mental health and cultivating a positive learning environment	Targeted professional development was provided to staff during the August Staff Development Day, resulting in an increase of 92.5% participation when compared to 2022-2023.
2.2	California Healthy Kids Survey (CHKS)	2022-2023 CHKS data: Elementary: 72% of students reported "yes, all the time" or "yes, most of the time" on having caring adult relationships in school Secondary: Average student response rate of 57% reported "very much true" or "pretty	2023-2024 CHKS Data: "Having Caring Adult Relationships in School" 70% of Elementary Students marked "Yes, all of the time" or "Yes most of the time." Fifty-	2024-2025 CHKS Data: “Having Caring Adult Relationships in School” 70% of Elementary Students marked “Yes, all of the time” or “Yes, most of the time.”	CHKS data: Elementary: 85% reported "yes, all the time" or "yes, most of the time" on having caring adult relationships in school Secondary: Average response rate of 85%	The comparative data from the 2022-2023 and 2024-2025 CHKS survey administration indicates that BOUSD decreased by 2% in elementary students reporting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		much true" on having school caring adult relationships	six percent of Secondary Students marked "Very Much True" or "Pretty Much True" in regarding to having caring adult relationships at school. Data Source: California Healthy Kids Survey (CHKS)	62% of Secondary Students marked “Very Much True” or “Pretty Much True” Data Source: California Healthy Kids Survey	reported "very much true" or "pretty much true" on having school caring adult relationships	"Yes, all of the time" or "Yes, most of the time" for "Having Caring Adult Relationships in School". Secondary students increased by 5% in responses of "Very Much True" or "Pretty Much True" in regards to "Having Caring Adult Relationships in School".
2.3	Suspension Rate	2022-2023 Suspension Rate: BOUSD: All Students- 2.1% Foster Youth- 16% Homeless Youth- 18.2% Brea Junior High School: EL- 21.5% SWD- 14.8%	2023-2024 Suspension Rate: BOUSD: All Students- 2.2% Foster Youth- 12.1% Homeless Youth- 6% Brea Junior High School: EL- 9.6% SWD- 7.7% Brea Olinda High School: 6.1%	2024-2025 Suspension Rate: BOUSD: All Students- 1.7% Foster Youth- 13.3% Homeless Youth- 1.5% Long-Term English Learners- 9.4% EL- 3.3% Brea Junior High School: EL- 5.4% SWD- 4.7% Brea Olinda High School:	Suspension rate will decrease by 5% district-wide and in each of the identified student groups.	Suspension Rates have decreased for all students by 0.4% from 2022-2023 to 2024-2025. Additionally, suspensions of Foster Youth and Homeless have decreased by 2.7% and 16.7% respectively. Suspension rates of EL students at Brea Junior High School have decreased by 16.1%. Additionally, the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Brea Canyon High School: All Students- 12% SED-12.8% HI- 15.6% Data Source: California Dashboard	HI- 4.4% Long-Term English Learners- 11.9% Brea Canyon High School: All Students- 7% SED- 8.3% Hi-8.6% Data Source: CA Dashboard		rate of suspension for SWD at Brea Junior High School have decreased by 10.1%.
2.4	Chronic Absenteeism	2022-2023 Chronic Absenteeism: BOUSD: All Students- 15.6% EL- 18.6% Homeless Youth- 27.8% SED- 24.2% SWD- 24.2% Hispanic- 22.4% Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Hispanic- 32% Country Hills Elementary: All Students- 12.9% SED- 20.9% SWD- 20.3% Hispanic- 20.7%	2023-2024 Chronic Absenteeism: BOUSD: All Students- 8.4% EL- 3.1% Homeless Youth- 31.3% SED- 14.6% SWD- 31.3% HI- 13.5% Arovista Elementary: All Students- 13.9% EL-15.1% SED-22.2% HI- 16.8% Country Hills Elementary: All Students- 9.7% SED- 18.1% SWD-14.1% HI- 15.1%	2024-2025 Chronic Absenteeism: BOUSD: All Students- 9.5% EL-15.1% Homeless Youth- 31.5% SED-14.5% SWD-18.4% HI- 14.5% Long-Term English Learners- 26.6% FY- 33.3% Arovista Elementary: All Students-14.7% EL-24.6% SED- 21.1% HI- 16.8% Country Hills Elementary: All Students-7.1% SED- 8.5%	Chronic Absenteeism will decrease by 5% district-wide and in each of the identified subgroups. Change in Three Year Outcome: Chronic Absenteeism will decrease by 5% district-wide and in each of the identified subgroups. School Attendance Rate will increase by 2%. Note: The change in the Three Year Outcome reflects the addition of	Comparing 2022-2023 to 2024-2025, BOUSD has reduced Chronic Absenteeism for All Students by 6.1%, EL students by 3.5%, SED students by 9.7%, SWD by 5.8%and HI students by 7.9%. Homeless Youth increased in Chronic Absenteeism by 3.7% and 7.1% respectively. Arovista Elementary reduced Chronic Absenteeism for All Students by 10.7%, EL students by 7.7%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Falcon Academy of Science and Technology: SED- 22.1% Laurel Elementary Magnet School of Innovation and Career Exploration: All Students- 22.9% SWD- 40.7% Mariposa Elementary: SWD- 21.5% Olinda Elementary: Hispanic- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% Change in Baseline Effective 2025-2026: 2022-2023 Chronic Absenteeism: BOUSD: All Students- 15.6% EL- 18.6% Homeless Youth- 27.8% SED- 24.2% SWD- 24.2% Hispanic- 22.4% Arovista Elementary:	Falcon Academy of Science and Technology: SED- 15.4% Laurel Elementary Magnet School of Innovation and Career Exploration: All Students- 12.6% SWD- 28% Mariposa Elementary: SWD- 9.6% Olinda Elementary: HI- 11.4% Brea Junior High School: EL- 16.4% SED- 13.2% 2024-2025 School Attendance Rate: 96.49% Data Source: California Dashboard	SWD-11% HI- 9.1% Falcon Academy of Science and Technology: SED-12.4% Laurel Elementary Magnet School of In novation and Career Exploration: All Students- 15.4% SWD- 27.7% HI- 19.9% SED- 21.5% Mariposa Elementary: SWD- 12.5% EL- 26.5% Olinda Elementary: HI- 8.4% Brea Junior High School: All Students- 12.9% EL- 27.4% SED- 18.2% HI- 18.9% Long-Term English Learners- 32.1%	School Attendance Rate.	SED students by 13.9%, and HI students 15.2%. Country Hills Elementary reduced Chronic Absenteeism for All Students by 5.8%, SED students by 20.4%, SWD students by 9.3%, and HI students by 11.6%. Falcon Academy of Science and Technology reduced Chronic Absenteeism for SED students by 9.7%. Laurel Elementary Magnet School of Innovation and Career Exploration reduced Chronic Absenteeism for All Students by 7.5% and SWD by 13%. Mariposa Elementary reduced Chronic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students- 25.4% EL- 32.3% SED- 35% Hispanic- 32% Country Hills Elementary: All Students- 12.9% SED- 20.9% SWD- 20.3% Hispanic- 20.7% Falcon Academy of Science and Technology: SED- 22.1% Laurel Elementary Magnet School of Innovation and Career Exploration: All Students- 22.9% SWD- 40.7% Mariposa Elementary: SWD- 21.5% Olinda Elementary: Hispanic- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5%		SWD- 26.6% White- 15.8% Data Source: CA Dashboard		Absenteeism of SWD by 9% Olinda Elementary reduced Chronic Absenteeism for HI students by 13.7%. Brea Junior High School reduced Chronic Absenteeism for SED students by 18.2% and increased in absenteeism for EL by 0.8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024 School Attendance Rate: 95.89% Note: The Baseline data was adjusted to also include the 2023-2024 School Attendance Rate. Data Source: California Dashboard Aeries				
2.5	Ratio of students to counselors	2022-2023 Student to school counselor ratio: 553.43:1	2024-2025 Student to Counselor Ratio: 552.09:1 Data Source: BOUSD Staffing Data	2025-2026 Student to Counselor Ratio: 483:1 Data Source: BOUSD Staffing Data	Student to counselor ratio: 300:1	The BOUSD Student to Counselor Ratio has decreased by 70.43 to every 1 counselor.
2.6	Parent Education Webinars	The District held five parent education webinars in the 2022-2023 school year. An average of 15 parents and educational partners participated in Parent Education webinars in the 2023-2024 school year.	The District held five parent education webinars in the 2023-2024 school year. An average of 15 parents and educational partners participated in parent education webinars in the 2023-2024 school year.	The District held five parent education webinars in 2025-2026. An average of 10 parents and educational partners participated in Parent Education webinars in the 2025-2026 school year.	The District will hold six parent education webinars focused on social emotional learning, wellness, behavior, etc. and will increase educational partner participation by 10% by year three.	BOUSD has returned to holding five webinars in the 2025-2026 school year and will look to schedule additional opportunities for the 2026-2027 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The District held 1 parent education webinar in the 2024-2025 school year. An average of 15 parents and educational partners participated in parent education webinars in the 2024-2025 school year. Data Source: Internal Parent Education Webinar Data			
2.7	Community agency partnerships established for promoting positive social-emotional and mental health well-being	New Metric for the 2024-2025 LCAP. Community Agency Partners will be evaluated in the Summer of 2024.	During the 2024-2025 school year, 8 Community Agency Partnerships were developed (City of Brea, Brea Chamber of Commerce, Brea Fire, Brea Police Department, Brea Education Foundation, Brea Ministerial Association, Brea Rotary Club, and	The District had 10 Community Agency Partnerships during the 2025-2026 school year.	The District will hold at least 10 partnerships with community agencies/partners for a range of services and specialized support.	BOUSD has increased the number of Community Agency Partnerships by 2 during the 2025-2026 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Brea Historical Society) Data Source: Internal Documentation			

Goal Analysis [2025-26]

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

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

BOUSD's Goal 2 underscores a districtwide commitment to supporting students' mental health, physical wellness, and social-emotional development as a foundation for academic success and lifelong well-being. Informed by stakeholder input, student surveys, and research-based practices, the district implemented a range of wellness-oriented initiatives and targeted interventions. Overall, the district experienced meaningful progress in expanding supports for students, while also encountering implementation challenges and instances where actions were not fully implemented or were implemented differently than originally planned.

Advancing Student Wellness Through MTSS and School Counseling
To strengthen a comprehensive Multi-Tiered System of Supports (MTSS), the district prioritized student wellness through strategic staffing, targeted training, and enhanced learning environments. Key components of this effort were implemented successfully. The addition of elementary school counselors (Action 2.12) and secondary intervention counselors (Actions 2.3, 2.5, and 2.13) increased access to tiered behavioral and mental health supports for students. The implementation of a school readiness nurse (Action 2.6) further supported early identification and reduction of health-related barriers for young learners. Investments in wellness spaces (Action 2.11) were also completed across school sites, creating environments that promote student regulation and well-being. However, some planned actions were implemented with substantive differences. Professional development for staff (Action 2.1), intended to be ongoing and comprehensive in building capacity in social-emotional learning, trauma-informed practices, and early intervention, was not delivered at the level originally described due to a limited annual professional development calendar. As a result, training opportunities were less consistent and less comprehensive than planned, and the district continues to work toward expanding and aligning these efforts. Additionally, while the district planned to adopt and implement a comprehensive social-emotional learning (SEL) curriculum (Action 2.16), this action has not yet been fully implemented. Although exploration and discussion have occurred, a formal selection and rollout have not been completed, representing a delay from the original plan.

Enhancing Community and Family Engagement
The district identified parent and guardian engagement as an ongoing challenge that impacted the implementation of Action 2.4. While school sites implemented both in-person and virtual engagement opportunities as planned, participation rates remained low. As a result, this action was only partially effective in achieving its intended outcome of broad and representative family engagement. In addition, implementation

differed from the original plan due to staffing capacity limitations. While engagement activities were offered, the district did not have sufficient staffing to consistently organize, coordinate, and sustain these efforts across all sites. This limited the depth and consistency of engagement and reduced opportunities to gather comprehensive stakeholder input. Despite these challenges, the district began exploring alternative strategies, such as the use of ThoughtExchange, to increase accessibility and participation. These efforts represent initial steps toward refining and improving implementation moving forward.

Progress Monitoring and Social-Emotional Metrics
The district implemented several systems to strengthen progress monitoring and the use of social-emotional metrics. Attendance monitoring systems (Action 2.14) were used to identify trends and intervene early in cases of chronic absenteeism. Digital safety platforms (Action 2.9) were implemented to monitor student online activity and identify potential concerns related to student well-being. Additionally, digital engagement tools (Action 2.7) were utilized to gather stakeholder input and inform decision-making processes. These actions were largely implemented as planned and contributed to a more comprehensive system of student support. However, a key challenge remains in the full implementation of systems to consistently collect and analyze social-emotional data at the district level. While tools and structures are in place, the district has not yet achieved the level of timely and consistent data collection originally intended. This has limited the ability to respond proactively and adjust supports in real time, representing a partial implementation of the planned approach to data-driven decision-making.

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.

This year, BOUSD experienced differences between Budgeted Expenditures and Estimated Actual Expenditures. Please find justifications below:

Action 2.1: Several school sites received funding at the end of 2023–24 and developed plans last year; those plans were implemented and expenditures exceeded budget estimates
Action 2.2: Several school sites received funding at the end of 2023–24 and developed plans last year; those plans were implemented and expenditures were under budget
Action 2.4: Plans are being developed to host additional Parent Engagement Activities in the 2026–2027 school year.
Action 2.7: The district will be moving away from both platforms.
Action 2.8: The district overspent due to negotiated salary increase
Action 2.9: The cost of the Digital Safety Membership was underestimated due to cost increase.
Action 2.10: The program was reduced and is eliminated for the 2026-2027 school year.
Action 2.11: The district committed to placing wellness centers at each school site and OCDE grants supported the funding at some locations
Action 2.12: The original budget was split between Goal 2, Action 12, and Goal 4, Action 1; the full expense was reported under Goal 4, Action 1.
Action 2.13: The Intervention Counselor position overspent due to negotiated salary increase.
Action 2.16: The district underspent and is in the planning stages of its Social-Emotional Learning curriculum.

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

BOUSD's Goal 2 reflects a districtwide commitment to supporting students' mental health, physical wellness, and social-emotional development as a foundation for academic success. Analysis of implementation data, stakeholder input, and outcome metrics indicates that actions under this goal have produced both effective and ineffective results, with variability across sites and systems.

Advancing Student Wellness Through MTSS and School Counseling
The district's investment in staffing—elementary school counselors (Action 2.12), secondary intervention counselors (Actions 2.3, 2.5, 2.13), attendance clerks (Action 2.8), and a school readiness nurse (Action 2.6)—has increased capacity to respond to student needs and is therefore partially effective. These actions have strengthened Tier 2 and Tier 3 supports within the MTSS framework. However, the impact on key outcomes has been inconsistent, particularly in relation to attendance (Metric 2.4) and student behavior (Metric 2.3). While academic MTSS systems are more fully implemented and demonstrate stronger outcomes, behavioral and attendance systems remain less effective, largely due to uneven site implementation and varying levels of staff capacity. Investments in wellness spaces (Action 2.11) and staff training (Metric 2.1) have supported student self-regulation and access to care, but inconsistent implementation across sites limits overall effectiveness. Additionally, the absence of a clearly defined, districtwide SEL curriculum and limited time for ongoing professional development have hindered full system coherence. As a result, these actions have not yet produced consistent, measurable improvements across all related metrics.

Enhancing Community and Family Engagement
Efforts to expand family and community engagement (Action 2.4) have shown mixed effectiveness. At the site level, schools have demonstrated more consistent success in engaging families through events, communication, and relationship-building strategies. These localized efforts indicate that certain approaches are effective when implemented consistently. At the district level, previous use of Qualtrics (Action 2.7) was ineffective in generating timely, representative feedback, limiting its usefulness in informing decision-making. The transition to ThoughtExchange represents an improvement in strategy, with early indications of increased participation and more meaningful engagement; however, this action is still in the early stages of implementation, and its overall effectiveness has not yet been fully realized. Participation data from surveys such as CHKS indicates increased engagement overall, but continued variability across sites suggests that current strategies are not yet consistently effective across the district.

Progress Monitoring and Use of Data Systems
The implementation of systems to monitor student outcomes has produced both effective and ineffective results. The use of attendance monitoring software (Action 2.14) has been effective in providing timely data, supporting early identification of attendance concerns aligned to Metric 2.4. Similarly, digital safety platforms (Action 2.9) have been effective in monitoring student internet use and supporting proactive interventions related to student well-being. The State and Federal Budget Analyst (Action 2.15) has also been effective in aligning resources and monitoring program implementation, contributing to more strategic use of funding to support Goal 2 outcomes. However, systems for collecting and analyzing social-emotional data remain ineffective, limiting the district's ability to measure progress on related metrics and respond proactively. While tools such as Panorama and CHKS provide valuable insights, incomplete implementation across grade spans and inconsistent participation reduce their overall effectiveness as progress monitoring tools.

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

The district remains committed to supporting the overall well-being of students through regular data and feedback collection and analysis, professional development for staff, and engagement with the community. The implementation of counselors to support the social emotional and mental health of students will continue to be monitored as part of the implementation of the district MTSS. Additionally, data related to student attendance, student behavior, and parent engagement will be collected and reviewed throughout the school year.

The following changes have been made for the 26-27 LCAP:
Action 2.1- Reduced due to grant money deadline
Action 2.2- Reduced due to grant money deadline
Action 2.3- The position of High School Intervention/CTE Counselor was converted to a second intervention counselor for the junior high school
Action 2.8- Reduced to better reflect salaries
Action 2.7- The district did not renew the contract and shifted to the ThoughtExchange platform due to the engagement format and data analysis support
Action 2.9- Program cost increase
Action 2.10- Analysis indicated the program was no longer needed in the district
Action 2.13- Increased due to salary increase
Action 2.15- Increased due to salary increase
Action 2.16- The district continues to explore options for SEL curriculum but has not made any decisions regarding an adopted curriculum

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS training and professional development	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address Differentiated Assistance. Develop, implement, and sustain a robust MTSS framework that prioritizes behavioral and social-emotional interventions to ensure all students (specifically Unduplicated Pupils and Students with Disabilities) receive the support they need to succeed academically and personally. A well-	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		structured MTSS framework that includes strong behavioral and social-emotional support tiers, including PBIS, restorative practices, and SEL, is crucial for promoting student well-being, improving academic outcomes, and creating a positive school climate. Addressing these needs proactively can reduce disciplinary issues, enhance student engagement, build student sense of belonging, reduce chronic absenteeism, and support overall mental health.		
2.2	MTSS Interventions and Supports	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address Differentiated Assistance. Professional Development and instructional supports to enhance Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and the Student Study Team (SST) processes. MTSS interventions and supports will provide direct coaching and support to teachers and staff, ensuring effective implementation of these frameworks to address academic, social-emotional, and behavioral needs of all students (specifically Unduplicated Pupils and Students with Disabilities). By providing targeted support and interventions, these interventions and supports will help improve both academic performance and behavioral outcomes for students, particularly those who are struggling or at risk. This action will also support capacity building for staff with ongoing coaching and professional development, centered on data-driven decision-making to ensure interventions are based on the specific needs of students. This support will result in a more positive school culture and climate, reducing behavioral issues and increasing student engagement.	$10,000.00	No
2.3	Junior High Intervention Counselor (Active for 26-27)	LREBG Action: The District has budgeted $69,620 from the remaining $404,691 in Learning Recovery Emergency Block Grant (LREBG) funds to partially support the cost of this action. The remaining costs will be funded through other state funding sources.	$121,416.00	No

Action #	Title	Description	Total Funds	Contributing
	Discontinued for 2026-2027: High School Interventions/CTE Counselor (BOHS)	A dedicated counselor at the Junior High School and another at the high school that can provide targeted emotional support to students facing various challenges, such as family issues, mental health concerns, or peer pressure. This support helps students manage stress, build resilience, and improve their overall well-being. Students who receive this social-emotional support can be better equipped to focus on their studies, providing emotional and psychological stability that will enable them to engage more effectively in their academic work, leading to improved grades and academic outcomes. Early intervention can address issues before they escalate, reducing the likelihood of long-term negative outcomes, such as dropping out of school or engaging in risky behaviors. The counselor on special assignment can coordinate with teachers, administrators, and parents to create a comprehensive support network. This collaboration ensures that all aspects of a student's life are considered when developing support plans, leading to more holistic and effective interventions. Metric: 2.2		
2.4	Parent Engagement Activities	Parent engagement activities are a vital component of fostering strong family-school partnerships. They lead to numerous benefits, including improved student academic performance, better social-emotional development, and a more positive school climate. By investing in these activities, BOUSD schools can create a supportive and collaborative environment that enhances the overall educational experience for students, parents, and staff. Parent engagement helps families better understand the academic, social, and behavioral expectations at school, allowing them to more effectively support their children’s learning at home. By engaging parents more frequently, students are more likely to exhibit positive behaviors, attend school regularly, and develop a positive attitude toward school. Enhanced opportunities for parent engagement also encourage open communication between parents and children about school experiences. Importantly, increased parent engagement supports the success of diverse learners, including students with disabilities, by promoting inclusive practices, strengthening individualized support, and ensuring that families are actively involved in the educational planning	$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		process. These efforts contribute to a positive, inclusive, and welcoming school culture where all students can thrive.		
2.5	At-Risk Counselor BCHS	The support of the at-risk counselor at BCHS supports the unique and more intensive needs of our at-risk students by providing comprehensive support that addresses both the academic and socio-emotional needs of our BCHS students. This holistic approach not only improves individual student outcomes but also contributes to a more positive and supportive school environment. By fostering strong relationships with our BCHS students, our counselor can help our students feel valued, heard, and understood; which can increase their engagement and motivation to attend school and participate in activities. Our counselor can offer a safe space for students to express their feelings and work through emotional issues, which is crucial for their overall well-being. These support services can also include intentional teaching of coping strategies, resilience, and other social-emotional skills that help students manage stress, anxiety, and interpersonal relationships more effectively. The counselor can identify early signs of disengagement or dropout risk and implement proactive measures to keep students on track.	$160,000.00	Yes
2.6	School Readiness Nurse	By integrating a school readiness nurse into the early learning environment, BOUSD can address the interconnectedness of physical and social-emotional health, ultimately supporting the holistic development of our youngest learners and enhancing their readiness for academic success. By supporting early Identification and intervention, such as facilitating regular health screenings, the school readiness nurse can identify vision, hearing, and developmental issues early, allowing for prompt intervention which can prevent future learning difficulties. The school readiness nurse will also be able to support the early identification of any chronic conditions like asthma or allergies to ensure that our students receive appropriate care and accommodations, minimizing school absences and health-related disruptions. The school readiness nurse services will also help provide education to our BOUSD students and families on nutrition, exercise, and hygiene in order to promote healthier lifestyles, reducing the incidence of illness and improving overall well-being. Information can also be shared by our school readiness nurse on	$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the importance of mental health and help destigmatize mental health issues and encourage families to seek support when needed. By identifying and addressing health-related barriers to attendance, such as untreated illnesses or lack of access to healthcare, our school readiness nurse can help improve school attendance rates, educating parents on the importance of consistent attendance and its link to academic success and social development. Our school readiness nurse can connect our families with community resources for healthcare, mental health services, and social support, ensuring that they have the necessary tools to support their children's development.		
2.7	Edlio, Qualtrics Discontinued 2026-2027	In support of improved decision-making, it is important to collect diverse perspectives and regular feedback from various educational partners-teachers, parents, students, and community members. Understanding the needs and priorities of our educational partners ensures that the actions we take are relevant and responsive to those they impact. Regular input will also allow us to identify specific areas where students may need additional support, leading to targeted interventions and improved academic and social-emotional outcomes.		
2.8	Elementary Attendance Clerks: Salary and Benefits	Additional staffing supports help in student attendance monitoring. With this additional support, clerks can promptly identify students who are absent and initiate follow-up actions sooner, reducing the chances of chronic absenteeism. This service will also allow for increased support in maintaining more accurate and detailed records, ensuring that any patterns or issues with attendance are quickly identified and addressed. This service allows for more time in parent outreach to discuss attendance, address concerns, and provide support or resources as needed.	$40,000.00	Yes
2.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	Implementing a digital safety software to monitor student activity online provides alerts for potential support needed for students. The software can detect and flag harmful behaviors such as cyberbullying, self-harm, or exposure to inappropriate content. By monitoring online activities, software and programs we use can alert school staff to intervene promptly, potentially preventing harm. Early intervention such as these monitoring	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		systems and programs can identify signs of distress or risky behavior, allowing our teachers and counselors to provide timely support and resources. Digital safety programs and software supports student mental health and provides school and student safety measures.		
2.10	Futures Academy Teachers (Secondary 7-12) Discontinued 2026-2027	Funds teaching personnel that provides support for students with an individualized education program who present with intensive social/emotional and psychological needs. These educators provide and facilitate a learning environment that intends to meet the social-emotional and academic needs for some of our students with the most intensive needs. The services provided through our program and from our teachers allow our students with intensive needs to receive the necessary supports for making progress in their least restrictive environment.		
2.11	Social Emotional Supports for Students (Wellness Spaces and Wellness Centers)	BOUSD was identified for CIM in 2023-2024 in respect to significant disproportionality. The district was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to, Graduation Rate, LRE regular class 80% or more, and LRE separate schools (Preschool). In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. A BOUSD-wide program that promotes the social-emotional health and well-being of our students and encourages wellness activities and social support via programming and various opportunities. Data reviewed from surveys allowed us to determine that there was a need to actively engage in intentional promotion of student wellness. Supporting Social Emotional supports in BOUSD offers numerous benefits that can positively impact both the students, staff and the entire BOUSD school community. Students who feel their well-being is valued are more likely to be engaged and motivated. A focus on wellness fosters a positive and supportive	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		school culture. This action will also help us improve the suspension rates of significant subgroups districtwide (Foster youth, homeless youth) and at specific school sites (Brea Jr. High (EL, SWD))		
2.12	Elementary School Counselors	Funding school counselors has multiple benefits including the provision of essential support for students' mental health, helping to identify and address issues such as anxiety, depression, and other emotional challenges. This support can lead to improved overall well-being and a better school experience for BOUSD students. Supporting the social-emotional and mental health needs of our students also leads to better academic outcomes, as students who receive the appropriate support are more likely to be engaged, motivated, and ready to learn. Preventing minor issues from becoming more significant problems is essential. Early intervention is a key component of MTSS, ensuring that students receive the support they need as soon as possible. Elementary counselors are accounted for under two separate goals and actions. To implement broader access to mental health and wellness services by providing one counselor at each elementary school site, the budgeted salaries and benefits for these positions are recorded under Action 4.1. As a result, there are no expenditures reported under this goal and action, resulting in a zero balance.		No
2.13	Secondary School Intervention Counselor at Brea Junior High School	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. This funded position will provide multi-tiered systems of support for the academic and social-emotional needs of all students (specifically Unduplicated Pupils and Students with Disabilities). This added support allows for a lower counselor to student ratio, increasing opportunities to	$136,654.00	No

Action #	Title	Description	Total Funds	Contributing
		expand on universal and prevention strategies and practices. This added position will also provide guidance and resources to BOUSD teachers and staff on how to support students' social-emotional needs and manage classroom behavior effectively. This collaboration can enhance the overall effectiveness of the MTSS framework.		
2.14	SI&A Attendance Monitoring Platform: SchoolStatus	The district was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. The SchoolStatus attendance monitoring platform monitors student attendance and provides real time attendance data for school and district personnel to review in order to spot trends for tardiness and truancy so that we can take action before absenteeism becomes chronic. This service should result in improved attendance rates, which translates to increased learning time and improvement local and state assessment scores, reclassification rates, A-G eligibility, college and career readiness, and site-based performance data.	$77,500.00	Yes
2.15	State and Federal Budget Analyst	This individual will provide direct support for all state and federal compliance requirements and reporting, working closely with the Director of Student Services and the new Director of Educational Services and reporting requirements that sustain funding for unduplicated pupils. After an analysis of our unduplicated pupil data and related reporting requirements there is a need to increase support staff that can sustain state and federal programming requirements. This individual should assist in creating greater efficiencies that will allow for more focused attention to promote the delivery of services to UPP, as well as, the general population of all students.	$134,280.00	No

Action #	Title	Description	Total Funds	Contributing
2.16	Social-Emotional Learning Curriculum	Social emotional learning curriculum is a strategic investment in the support and development of the whole-child. It not only supports academic success but also cultivates essential life skills that benefit students, educators, and the broader BOUSD school community. Social-emotional programs have been shown to enhance students' academic achievement by fostering better focus, engagement, and motivation in the classroom. Our students will be able to learn, identify, and manage their emotions, reducing instances of emotional outbursts and increasing emotional stability. With social emotional learning curriculum resources, BOUSD students can build effective communication, empathy, and relationship-building skills, which are crucial for teamwork and collaboration. In addition, learning conflict resolution and coping strategies, our BOUSD students are less likely to engage in disruptive behavior, leading to a more positive classroom environment. This action will also help us improve the suspension rates of significant subgroups districtwide (Foster youth, homeless youth) and at specific school sites (Brea Jr. High (EL, SWD)	$60,000.00	No
2.17	ThoughtExchange	In support of improved decision-making, it is important to collect diverse perspectives and regular feedback from various educational partners-teachers, parents, students, and community members. Understanding the needs and priorities of our educational partners ensures that the actions we take are relevant and responsive to those they impact. Regular input will also allow us to identify specific areas where students may need additional support, leading to targeted interventions and improved academic and social-emotional outcomes.	$70,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District will create a comprehensive and aspirational educational technology framework that expands access to rigorous and relevant 21st-century learning tools, resources, and skills for all students. This goal aims to maximize collaboration, improve communication, inspire creativity, cultivate computational thinking skills, and expand learning opportunities beyond the classroom setting, preparing students for college and career success. This goal will empower students to leverage technology effectively, including developments in artificial intelligence that will foster a dynamic digital learning environment that nurtures creativity, critical thinking, collaboration, and digital citizenship skills among all learners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Incorporating feedback from educational partners alongside state and local assessment data, the Brea Olinda Unified School District (BOUSD) has crafted this goal to ensure BOUSD students have unimpeded access to technology-based devices, technology support, and instruction centered on technology and innovation. This approach aims to equip students with the creativity and innovation skills demanded by our global society.

Analysis of student performance reveals a pressing need for expanded learning opportunities, particularly in Math and English Language Arts (ELA), to mitigate learning loss, especially among at-promise students. Additionally, as students progress into junior high and high school, there's a demonstrated necessity to address failing grades in core classes that pose barriers to graduation. To combat this, BOUSD recognizes, for example, the importance of providing technology platforms such as credit recovery software for students facing academic challenges. Further, data underscores the urgency of using technologies to address learning gaps, as a significant percentage of K-6 students in the 2025-2026 school year perform below grade level in ELA and Math based on iReady diagnostic data and performance on standardized examinations.

BOUSD remains committed to fostering college and career readiness by equipping students with the necessary tools, particularly in technology-based competencies, to thrive in a globalized world. This goal directly supports this endeavor by facilitating access to programs and devices that foster firsthand experience and engagement, thereby closing achievement gaps and cultivating technological literacy, especially among students from at-promise backgrounds. Through strategic data collection and increased survey data, BOUSD has identified

key drivers in supporting academic learning, including access to innovative technology and robust technology support. Educational partners have expressed a desire for increased engagement in STEM and STEAM lessons, alongside enhanced technology support at schools.

BOUSD continues to measure progress through various metrics, including the number of devices available to students, Google log-in data, activity logs for digital platforms, and lesson completion rates. The efforts of media techs, school counselors utilizing SEL Survey platforms, and support from Instructional Technology and Educational Technology staff all contribute to the ongoing analysis of this goal's effectiveness.

The district will continue this goal based upon the 2025 California Dashboard, state and local assessments, and educational partner feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Ensuring Access to standards aligned instructional materials	In 2023-2024 100% of students have access to standards aligned instructional materials.	In 2024-2025 100% of students have access to standards aligned instructional materials. Data Source: District Instructional Materials Inventory	In 2025-2026 100% of students have access to standards aligned instructional materials. Data Source: District Instructional Materials Inventory	100% of students will have access to standards aligned instructional materials.	BOUSD continues to maintain that 100% of students have access to instructional materials. There was a 0% change from 2023-2024 to 2025-2026.
3.2	1:1 Device Access for all students	In 2023-2024 100% of secondary students have Chromebook access; all elementary classrooms have Chromebook access through Chromebook carts	In 2024-2025 100% of secondary students have Chromebook access; all elementary classrooms have Chromebook or iPad access through carts. Data Source:	In 2025-2026 100% of secondary students have Chromebook access; all elementary classrooms have Chromebook or iPad access through carts. Data Source:	100% of students will have Chromebook access at a 1:1 level.	BOUSD continues to ensure 100% of students have technology access in the classroom. There was 0% change from 2023-2024 to 2025-2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			District Technology Inventory	District Technology Inventory		
3.3	Increased performance on CAASPP	In 2022-2023 Overall ELA Met or Exceeded is 62.96%; overall Math Met or Exceeded is 58.03%.	In 2023-2024 Overall ELA Met or Exceeded is 64.39%; overall Math Met or Exceeded is 60.18% Data Source: DataQuest	In 2024-2025 Overall ELA Met or Exceeded is 66.95%; overall Math Met or Exceeded is 60.83% 2024-2025 ELA Met or Exceeded EL- 15.24% LTEL- 10.87% SED- 50.34% FY- Data suppressed 2024-2025 Math Met or Exceeded EL- 15.45% LTEL- 2.17% SED- 43.66% FY- Data Suppressed Data Source: DataQuest	ELA and Math performance (Met or Exceeded) will be higher than 2022-2023 baseline and increase 5% over Year 2 Outcome.	The 2024-2025 CAASPP administration indicated a 3.99% increase in ELA "Met or Exceeded the Standard" achievement and a 2.80% increase in Math "Met or Exceeded the Standard" achievement.
3.4	Increased performance on California Science Test (CAST)	In 2022-2023 CAST Met or Exceeded is 47.08% across all grade levels	In 2023-2024 CAST Met or Exceeded was 48.78% across all grade levels. Data Source: DataQuest	In 2024-2025 CAST Met or Exceeded was 50.97% across all grade levels. 2024-2025 CAST Met or Exceeded EL- 9.88%	CAST performance (Met or Exceeded) will be higher than 2022-2023 baseline and increase 5% over Year 2 Outcome.	The 2024-2025 CAST administration indicated a 3.89% increase in Science "Met or Exceeded the Standard" achievement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LTEL- 5.88% SED- 34.23% FY- Data suppressed Data Source: DataQuest		
3.5	Participation in STEM and STEAM Events and Activities	In 2022-2023 900 family members participated in STEM/STEAM activities.	In 2024-2025 approximately 900 family members participated in STEM/STEAM activities. Data Source: District Internal Family Engagement Data	In 2025-2026 approximately 900 family members participated in STEM/STEAM activities. Data Source: District Internal Family Engagement Data	Student and family participation in STEM and STEAM events and activities will increase over baseline and be 5% higher than Year 2 Outcome.	BOUSD continues to develop STEM/STEAM activities for families. During the 2025-2026 school year, there was approximately 0% change in participation in these events.
3.6	A-G Completion Rate	The 2023-24 A-G Completion Rate in 2023-2024 was 66%.	The 2024-2025 A-G Completion Rate was 61.8%. Data Source: Aeries	The 2025-2026 A-G Completion Rate will be available mid June. Data Source: Aeries	In the 2026-2027 school year the A-G completion rate for the district will be 75%.	Difference from baseline will be available mid June.
3.7	College Prepared/Readiness	CA Dashboard College/Career Readiness Indicator: BOUSD: All Students- 51.3% Brea Canyon High School: All Students- 0% SED- 0% Hispanic- 0%	2023-2024 CA Dashboard College/Career Readiness Indicator: BOUSD: All Students- 52.5% SWD- 9.8% Brea Canyon High School:	2024-2025 CA Dashboard College/Career Readiness Indicator: BOUSD: All Students- 62.5% EL- 30.4% LTEL- 23.5% SED- 53.2%	The percentage of students "prepared" as defined on the CA Dashboard will increase by 5% district-wide and in each of the identified student groups.	The 2024-2025 CA Dashboard indicated a 11.2% increase in the College/Career Readiness Indicator for All Students. Brea Canyon High School had 0% for All Students, 0% for SED, and 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students- 4.9% SED- 3.2% HI- 4% Data Source: California Dashboard	FY- Fewer than 11 students- data not displayed for privacy SWD- 16.4% Brea Canyon High School: All Students- 0% SED- 0% HI- Fewer than 11 students- data not displayed for privacy SWD- 0% Data Source: California Dashboard		for Students with Disabilities (this indicates no difference from baseline data). Students with Disabilities continues to have data not displayed for privacy.
3.8	Internet Access	100% of students and teachers have access to the Internet at all campuses	100% of students and teachers have access to the Internet at all campuses. Data Source: District Information Technology Department Records	100% of students and teachers have access to the Internet at all campuses. Data Source: District Information Technology Department Records	100% of students will have internet access at all campuses.	BOUSD is committed in providing Internet access for 100% of students and teachers. There was 0% change from 2023-2024 to 2025-2026.
3.9	Software and Resource Utilization Discontinued for 2026-2027	Teachers currently use educational software and digital resources at uneven rates. Data being collected in the summer of 2024	During the 2024-2025 school year, teachers utilized educational software and digital resources at varying rates	Not Applicable.	All educational software and digital resources will be used by target teaches and teaching teams at	BOUSD continues to evaluate the use of educational software and digital resources in reference to instruction and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			based upon the purpose and need.		a rate of 75% or higher.	student learning. There was 0% change from 2023-204 to 2024-2025.
3.10	Participation in Robotics Clubs by elementary students	in 2022-2023 50% of elementary schools have fielded Robotics clubs at a competitive level.	In 2024-2025 100% of elementary schools have Robotics clubs at a competitive level. Data Source: Site Program Data	In 2025-2026 100% of elementary schools have Robotics clubs at a competitive level. Data Source: Site Program Data	100% of elementary schools in the district will field a robotics club at a competitive level.	The district increased access to competitive Robotics clubs at all elementary sites by 50% in 2025-2026.
3.11	Participation in Robotics Competitions at the High School level	High School Robotics Program Participated in two competitions in the 2023-2024 school year.	In 2024-2025 the High School Robotics Program participated in 5 competitions. Data Source: Site Program Data	In 2025-2026 the High School Robotics Program participated in 5 competitions. Data Source: Site Program Data	High School Robotics participation will exceed baseline and increase by 5% over year 2 Outcome.	The Robotics Program increased participation in competitions by adding three competitions in 2025-2026 as compared to 2023-2024.
3.12	Technology Internships	In 2022-2023 there were 30 participants in the Boeing internship. Change in Baseline Effective 2025-2026 School Year : In 2022-2023 there was a cumulative total of 30 students over the course of multiple years who participated in technology internship programs.	In the 2023-2024 school year there were five students who participated in technology internship programs. Data Source: District Internship Data	In the 2024-2025 school year there were 5 students who participated in technology internship programs. Data Source: District Internship Data	Participants in the Boeing Internship Program will exceed baseline and increase by 5% over Year 2 Outcome. Change in Three-Year Outcome :Student yearly participation in technology internship	The district maintained (0% increase or decrease) participation in technology internship programs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Note: Change in baseline due to error in data reported as single year participation and not cumulative participation. In addition, Boeing accepts up to five participants per year and there will not be an opportunity to grow participation in this internship per the parameters established by Boeing.			programs will increase by 5%. Note: Change in Year three outcome due to the need to measure technology internship programs to include opportunities beyond the Boeing Internship Program.	
3.13	Technical Support	In the 2022-2023 school year an average of 60 technical support tickets were handled by district IT personnel in the core curriculum	During the 2023-2024 school year an average of 87 technical support tickets were handled by district IT personnel in the core curriculum. Data Source: District IT Ticketing System	During the 2024-2025 school year an average of 150 technical support tickets were handled by district IT personnel in the core curriculum. Data Source: District IT Ticketing System	Technical support tickets will be less than baseline and at least 5% lower than Year 2 Outcome.	The district increased in average weekly support tickets by 60%. This is attributed to the increase use of technology to support instruction and learning.
3.14	K-12 AI Integration	AI integration currently stands at 0% or is unevenly applied at all schools in the district.	In a 2024-2025 survey, 65.6% of staff stated that they utilize AI tools for personal or professional use. Data Source:	BOUSD did not survey staff and this will be incorporated into the 2026-2027 school year. Data Source:	At least 50% of K-12 teachers will be integrating AI into lesson planning and instruction annually.	BOUSD did not survey staff and this will be incorporated into the 2026-2027 school year..

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			District Employee Survey	District Employee Survey		
3.15	Technology related Professional Development	Technology related professional development is applied unevenly across schools in the district. Data being collected in the summer of 2024 Change in Baseline Effective 2025-2026 School Year: In 2023-2024, there was no site-based or district-facilitated professional development related to technology tools.	In 2024-2025 BOHS (22.48% of teaching staff in BOUSD) held one staff-wide professional development session related to the use of AI tools. Eleven teachers attended the CUE conference	In 2025-2026 100% of teaching staff attended the Staff Development Day training on the use of AI.	No less than 70% of K-12 teachers will participate in at least one technology related professional development opportunity annually by 2026-2027	There was an increase of 77.52% of teaching staff who participated in technology related professional development.
3.16	Bullying, digital citizenship, internet/social media safety	There were no District-facilitated webinars or awareness trainings for parents/students in 2023-2024 regarding bullying, digital citizenship, and internet/social media safety	The district provided one Parent Education Webinar titled End Bulling on Oct. 17, 2024. Data Source: Educational Services Parent Education Calendar	There were no District-facilitated webinars or awareness trainings for parents/students in 2025-2026 regarding bullying, digital citizenship, and internet/social media safety.	The District will hold at least one webinar/workshop for parents on the awareness of bullying, digital citizenship, internet/social media safety and will facilitate with each school to hold at least one presentation for students.	The district returned back to baseline in the 2025-2026 school year and will make plans to reach the Year 3 outcome during the 2026-2027 school year.

Goal Analysis [2025-26]

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

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

Goal 3 focused on expanding innovative learning opportunities and preparing students with the skills needed for college, career, and an increasingly complex world. During the 2024–25 school year, BOUSD implemented the majority of planned actions to strengthen learning environments that promote critical thinking, problem solving, and real-world application. Overall, implementation was largely consistent with the adopted LCAP, with actions carried out as intended; however, some challenges related to staffing capacity, program monitoring, and scaling access influenced the depth and pace of implementation. Despite these challenges, the district experienced notable successes in expanding student access to technology, flexible learning pathways, and STEM opportunities.

Equitable Access to Technology
Implementation of the district's technology refresh plan (Action 3.3) and the purchase of updated devices and instructional tools (Action 3.2) occurred largely as planned. These actions ensured that students and staff had consistent access to modern technology, supporting equitable access across school sites. A key success was maintaining reliable device access and updated instructional tools, which supported digital learning and collaboration. A challenge in implementation was the need to balance replacement cycles with budget constraints and supply timelines, which at times required prioritization of highest-need sites. While this did not result in a substantive change to the action, it did impact the pacing of full implementation across all schools.

Technology to Improve Student Learning
The district successfully implemented investments in instructional technology (Action 3.13), instructional coaching (Action 3.9), and STEM/STEAM materials (Action 3.10), which enhanced classroom instruction and student engagement. Instructional Coaches at Falcon Academy of Science and Technology and Laurel Elementary Magnet School of Innovation and Career Exploration played a critical role in supporting teachers with integration of technology and innovative practices, representing a key success in implementation. Support staffing, including elementary media technicians (Action 3.5) and technical staff such as computer technicians and network specialists (Action 3.4), was implemented as planned and ensured system functionality. However, a significant challenge was the limited size of the technical support team relative to the increasing number of devices and platforms. This required prioritization of support requests and, at times, delayed response times, representing a constraint in full implementation efficiency rather than a change in the action itself.

Flexible Learning Pathways for Student Success
Programs supporting flexible learning pathways—including APEX (Action 3.7), Edmentum (Action 3.12), independent study (Action 3.8), and the Online Academy teacher (Action 3.11)—were implemented as planned and provided expanded access to credit recovery and alternative learning environments. A key success was the increased availability of options for students needing nontraditional pathways, which supported credit attainment and graduation progress. A challenge in implementation has been ensuring consistent student engagement and program effectiveness across all platforms. While the actions were implemented as described, the district identified the need for stronger monitoring systems and ongoing evaluation to ensure these programs fully meet student needs. This has led to increased efforts to gather feedback and refine program structures, representing an adjustment in practice rather than a substantive change to the actions.

STEM, Innovation & Future Ready Skills

The district successfully expanded STEM and innovation opportunities through robotics programs (Action 3.6), instructional coaching (Action 3.9), and investments in instructional materials (Action 3.10), as well as continued integration of technology in core instruction (Action 3.13). These efforts increased student engagement in coding, engineering, and design, demonstrating strong alignment with the intended outcomes of the LCAP. A challenge in implementation has been keeping pace with rapid advancements in technology and the growing demand for programs such as robotics, particularly in afterschool settings. While actions (Action 3.14 and 3.15) were implemented to support expanded learning and professional development, demand for these opportunities has exceeded current capacity, indicating a need for future scaling rather than a deviation from planned implementation.

Building Capacity Through Professional Learning & Family Engagement
The district implemented key staffing supports, including site technology representatives (Action 3.1), technical staff (Action 3.4), elementary media technicians (Action 3.5), and instructional coaches (Action 3.9), as planned. These roles were critical in maintaining systems, supporting instruction, and increasing staff capacity to effectively use technology. A notable success was the expansion of family engagement through STEM/STEAM events, which increased awareness and participation in innovative learning opportunities. A challenge in implementation has been providing sufficient time for ongoing professional development (Action 3.15). Competing instructional priorities and the growing demands of technology integration limited the frequency and depth of training opportunities. While the action was implemented, the district recognizes that the level of implementation did not fully meet the original intent in terms of sustained, ongoing professional learning, and adjustments are being considered to address this gap.

Overall Summary of Implementation
Overall, BOUSD implemented the planned actions under Goal 3 with a high level of fidelity. Successes included expanded access to technology, increased availability of flexible learning pathways, and growth in STEM and innovation programs. Challenges primarily related to staffing capacity, program monitoring, and scaling implementation to meet increasing demand. Importantly, there were no major actions that were not implemented; however, in some cases, implementation occurred at a different scale or pace than originally anticipated due to resource and capacity constraints. These insights will inform future refinement and continuous improvement of actions in the 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.

This year, BOUSD experienced differences between Budgeted Expenditures and Estimated Actual Expenditures. Please find justifications below:

Action 3.2: The district overestimated the planned expenditures and will adjust for the 2026-2027 school year in accordance with the district IT plan
Action 3.6: Other funding sources (CTE) were utilized to support the program
Action 3.8: Declining enrollment in the independent study program reduced costs; the budget has been adjusted for 2026–2027.
Action 3.9: Only one stipend was paid
Action 3.14: Laurel Elementary is developing plans to expand programs in 2026–2027.
Action 3.15: Falcon Elementary is developing plans to expand programs in 2026–2027.

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

The district's actions under Goal 3 have focused on expanding equitable access to technology, strengthening instructional practices through technology integration, and increasing opportunities for students to engage in innovative and flexible learning pathways. Overall, these efforts have resulted in increased access to devices, expanded instructional supports, and greater student participation in programs aligned to college and career readiness. While many actions have been effective in improving access, engagement, and program availability, the district continues to refine systems for measuring impact on student outcomes and ensuring long-term sustainability of these efforts.

Equitable Access to Technology
Investments in devices and technology infrastructure have been effective in supporting equitable access to learning resources across the district. Through the technology refresh plan and ongoing equipment upgrades, schools maintain reliable access to digital tools that support instruction, collaboration, and engagement. While this action supports broad access rather than a single metric, the consistency of device availability has contributed to improved conditions for teaching and learning. When devices and infrastructure are current and functional, these actions are effective in reducing disparities in access. Conversely, when technology becomes outdated or inconsistent, it is ineffective in supporting instruction and may create inequities. Continued adherence to replacement cycles and infrastructure improvements remains necessary to sustain effectiveness.

Technology to Improve Student Learning
Actions focused on integrating technology into instruction and supporting staff implementation have been partially effective in improving teaching practices and student engagement. Teachers are increasingly using digital tools to support core instruction (Action 3.13), while instructional coaches (Action 3.9) and technology staff (Actions 3.4 and 3.5) provide implementation support. Anecdotal classroom evidence indicates these actions have been effective in increasing student engagement and access to learning resources. However, these actions have been less effective in demonstrating measurable impact on student achievement outcomes (Metrics 3.3 and 3.4). The absence of consistent systems to monitor and analyze student performance data limits the district's ability to determine whether technology integration is producing targeted academic gains. As a result, while implementation is strong, the overall effectiveness is constrained by limited data systems. Strengthening progress monitoring and data analysis practices is necessary to fully evaluate and improve effectiveness.

Flexible Learning Pathways for Student Success
Actions supporting flexible learning pathways have been effective in increasing student access to credit recovery and alternative pathways toward graduation. Programs such as APEX (Action 3.7), Edmentum (Action 3.12), and independent study and online learning options (Action 3.8) have contributed to progress on graduation-related outcomes (Metrics 3.6, 3.7, and 3.12). These options provide students with flexibility to complete coursework and remain on track for graduation, particularly for those needing alternative schedules or pacing. While these actions show effectiveness in expanding access, their long-term effectiveness depends on consistent monitoring of student engagement and program outcomes. Without ongoing evaluation, these programs may become ineffective if they do not maintain rigor or alignment to academic expectations. The district is continuing to review outcome data and gather feedback to ensure these actions remain effective in supporting graduation and post-secondary readiness.

STEM, Innovation & Future Ready Skills
Actions to expand STEM and innovation opportunities have been effective in increasing student participation and interest in technology-related fields. Robotics programs (Action 3.6) and broader STEM/STEAM initiatives (Metric 3.5) have contributed to increased participation in enrichment opportunities (Metrics 3.10 and 3.11) and exposure to internships and post-secondary pathways (Metric 3.12). These actions

have effectively created pathways for students to explore careers in technology and engineering. However, the effectiveness of these actions may be limited if program capacity does not keep pace with growing student interest. Without sufficient resources, staffing, and access, these programs risk becoming ineffective in reaching all students. The district continues to evaluate participation data and program capacity to ensure sustained and equitable effectiveness.

Building Capacity Through Professional Learning & Family Engagement
Investments in staffing and professional support systems have been effective in maintaining reliable technology systems and supporting instructional use. Site technology representatives (Action 3.1), technical staff (Action 3.4), media technicians (Action 3.5), and instructional coaches (Action 3.9) contribute to system functionality and teacher capacity. These actions have been effective in reducing disruptions (Metric 3.13) and allowing educators to focus on instruction. At the same time, these actions have been less effective in generating measurable data on technology use and impact (Metric 3.9). Current data collection systems do not fully capture how students and staff are using technology or how it influences outcomes. Without stronger data systems, it is difficult to fully evaluate effectiveness. The district is working to improve data collection and analysis to better assess and strengthen the impact of these actions.

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

There is a strong commitment to the implementation of innovative teaching strategies in order to provide BOUSD students with learning experiences that will prepare them for their future. This includes investment in technology used by staff and students, educational software and programs to support student learning, STEM/STEAM activities for students, professional development for staff.

The following changes have been made for the 26-27 LCAP:
Metric 3.9- The metric provided inconsistent data and was removed as it did not identify the software and resources to be utilized
Metric 3.14- The Needs statement modified to focus only on Laurel Elementary Magnet School of Innovation and Career Exploration
Action 3.4- Increased due to salary increase
Action 3.5- Increased due to salary increase
Action 3.7- Program cost increase
Action 3.11- Increased due to salary increase

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tech Rep Stipends	Stipends for site-based teachers to provide support and technology training/coaching for colleagues. Technology implementation includes supplemental programs and data analysis tools to target instruction to students in need of additional support, including Unduplicated Pupils. After	$49,612.00	No

Action #	Title	Description	Total Funds	Contributing
		an analysis of our unduplicated pupil data, there is a need to increase access to tech-based learning and systems that reflect the most current and innovative technology-based practices that our students will encounter. This service should result in increased performance on state and local assessments, Reclassification rates, site-based performance data, A-G eligibility and College career readiness data.		
3.2	New Technology Purchases	Increased access to technology, with specific attention to ensuring that Unduplicated Pupils have clear lanes by which to access essential technology for learning in-person and beyond the school day and building. After an analysis of our unduplicated pupil data, there is a need to increase access to tech-based learning and systems that reflect the most current and innovative technology-based practices that our students will encounter. This service should result in increased performance on state and local assessments, Reclassification rates, site-based performance data, A-G eligibility and College career readiness data. Increase access to broad course of study.	$330,000.00	Yes
3.3	Technology Device Refresh	Intentional effort, with specific consideration for Unduplicated Pupil access to technology; emphasis placed on removing access to technology as a barrier for student engagement with core curriculum. After an analysis of our unduplicated pupil data, there is a need to increase access to tech-based learning and systems that reflect the most current and innovative technology-based practices that our students will encounter. This service should result in increased performance on state and local assessments, Reclassification rates, site-based performance data, A-G eligibility and College career readiness data. Increased access to a broad course of study.	$275,000.00	No
3.4	Computer Technicians and Network Specialists	Investment in the people power and expertise required to expedite and promote connectivity, troubleshooting and access to technology-based curriculum; equity equates to access--this team ensures that Unduplicated Pupils have proper, working hardware in their hands so that they're ready to learn. After an analysis of our unduplicated pupil data, there is a need to	$503,208.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increase access to tech-based learning and systems that reflect the most current and innovative technology-based practices that our students will encounter--this service directly supports the back-end systems to ensure student success. This service should result in increased performance on state and local assessments, Reclassification rates, site-based performance data, AG eligibility and College career readiness data.		
3.5	Elementary Media Technicians	Increased site-based technology support aimed to improve implementation of new technology and tools that improve classroom instruction and differentiation to support the academic and language development needs of Unduplicated Pupils. Technology implementation includes supplemental programs and data analysis tools to target instruction to students in need of additional support, including Unduplicated Pupils. After an analysis of our unduplicated pupil data, there is a need to increase access to tech-based learning and systems that reflect the most current and innovative technology based practices that our students will encounter. This service should result in increased performance on state and local assessments, reclassification rates, site-based performance data, A-G eligibility and College career readiness data.	$477,096.00	Yes
3.6	Support for Robotics Programs - Elementary and Secondary	Elementary robotics programs provide hands-on, engaging learning experiences that transcend language barriers. Additionally, robotics can ignite interest in STEM fields, potentially opening pathways to future educational and career opportunities. By offering an inclusive environment where all students can collaborate and succeed, robotics programs help bridge educational gaps and promote equity. This action will provide for a part time coordinator of robotics programming to support elementary and secondary robotics activities throughout the district.	$25,000.00	No
3.7	APEX Licenses	Credit recovery programs and online learning offer flexible, personalized education options that accommodate diverse needs and schedules. These programs enable students to catch up on missed credits at their own pace, reducing the risk of falling behind and increasing graduation rates. Online learning provides access to a wide range of resources and courses that might not be available in traditional school settings, enhancing educational	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities. For English learners, these programs often include language support tools, aiding comprehension and learning. Foster youth and low-income students benefit from the accessibility of online platforms, which can be accessed from anywhere, reducing barriers related to transportation and stability. Overall, these programs support academic success and equity by addressing the unique challenges faced by these student groups.		
3.8	Independent Studies Program	Independent study programs offer flexible, personalized learning tailored to individual needs. These programs allow students to work at their own pace, which is particularly helpful for those who need extra time to master language skills or catch up on missed coursework. Foster youth, who often face disruptions in their education due to placement changes, can maintain continuity in their learning through independent study. For low-income students, independent study provides an opportunity to balance education with other responsibilities, such as part-time work or family care. Additionally, these programs can offer targeted support and resources, helping to bridge educational gaps and promote academic success. Overall, independent study fosters a supportive, adaptable learning environment that addresses the unique challenges these students face.	$60,000.00	Yes
3.9	Coding Instructional Coach and Career Exploration Instructional Coach	These instructional coaches play a crucial role by providing targeted support and professional development for teachers in the areas of coding and career exploration. They help educators implement effective, research-based strategies tailored to diverse learning needs, ensuring all students receive high-quality instruction. These coaches can introduce techniques and academically responsive teaching practices. They assist in creating stable, inclusive classroom environments work to identify and address the specific challenges faced by students, such as limited access to resources, by advocating for equitable practices and support systems. By empowering teachers and enhancing instructional quality, instructional coaches significantly contribute to the academic success and well-being of both UPP and all other students.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Instructional Materials for STEM/STEAM activities	Purchased supplemental materials increased participation rates among our unduplicated pupil count; STEAM nights engaged families and made inquiry-based STEAM concepts engaging and relevant for a wider range of students as evidenced by increased participation rates. After an analysis of our unduplicated pupil data, the district has determined that there is a need to increase learning opportunities that will increase proficiency in Science. This service should result in increased performance scores on the CAST.	$20,000.00	Yes
3.11	Online Academy Teacher	LREBG Action: The District has allocated $55,061 from the remaining $404,691 in Learning Recovery Emergency Block Grant (LREBG) funds to partially fund this action and its associated goal. The remaining costs will be supported through other state funding sources. Taking the schedules and optimal learning environments of unduplicated pupils into mind, One Online Academy Teacher will be hired to staff our strictly online elementary school; the teacher will implement innovative strategies to keep unduplicated pupils actively engaged. After an analysis of our unduplicated pupil data, the district determined that there is a need to support diverse instructional settings for students in a post-covid world, in order to support ongoing learning opportunities that increase proficiency in all content areas. This service should result in improved state and local assessment performance scores, Reclassification rates and increased performance on site-based data. According to Powell, Roberts and Parick (2015), online programs for credit recovery provide students with flexibility and personalized learning opportunities that are essential to supporting at-promise students recover credits towards graduation. If implemented with fidelity, online credit recovery programs can significantly benefit unduplicated students. (Source: "Using Online Learning for Credit Recovery: Getting Back on Track to Graduation" by Allison Powell, Victoria Roberts & Susan Patrick, 2015) Metric being used to monitor the action: Metric 3.3 and 3.4	$154,532.00	No

Action #	Title	Description	Total Funds	Contributing
3.12	Online Technology Tools (Edmentum Instructional Program)	Online technologies provide easy access to a vast array of educational materials, allowing students to learn at their own pace and according to their individual needs. Online platforms often include tools like language translation and interactive exercises that enhance language acquisition and comprehension. Other students benefit from the stability and consistency these technologies offer, enabling them to continue their education seamlessly despite changes in their living situations. All students also gain from the accessibility of online libraries, which offer free or low-cost resources that might otherwise be unaffordable. Overall, these technologies help bridge educational gaps, providing equitable opportunities for all students to succeed academically.	$30,000.00	Yes
3.13	Technology to Support the Core Instructional Program	Technology (hardware and software programs) that personalized learning experiences that cater to individual needs, thereby enhancing engagement and understanding. Interactive and adaptive software to identify students' strengths and weaknesses, offering tailored content and immediate feedback to help them grasp complex concepts at their own pace. These technologies will facilitate access to resources and learning materials that might otherwise be unavailable, bridging gaps for students from under-resourced backgrounds. These technologies also enable at-promise students to build essential 21st-century skills.	$35,000.00	Yes
3.14	Continued Expansion of Laurel Elementary Career Exploration and Innovation Programming	A schoolwide focus on career exploration at Laurel Elementary fosters early exposure to diverse career pathways and promoting academic engagement. By introducing career exploration activities and resources, schools can help students connect their learning to real-world opportunities, regardless of their background or language proficiency. This approach provides valuable context for language acquisition, as they engage with vocabulary and concepts related to various professions, helps students envision a future beyond their current circumstances and providing motivation to succeed academically, and broadens student aspirations and inspires them to pursue higher education or vocational training, ultimately breaking the cycle of poverty and class. Overall, a schoolwide focus on career exploration empowers all students to dream big and equips them with the knowledge and skills needed to achieve their goals.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	Continued Expansion of Falcon Academy Coding Programming	A schoolwide focus on coding, robotics, and STEM activities fosters critical thinking, problem-solving skills, and equitable access to technology education. The hands-on activities provide opportunities for all students to engage in experiential learning, regardless of language proficiency or background. Coding and robotics offer a language-neutral platform for learning, allowing them to develop essential skills while building confidence in their abilities. Students can also find stability and belonging in STEM activities, providing a sense of continuity and accomplishment amidst potential disruptions in their lives. Students also benefit from exposure to technology and STEM fields, which can open doors to future educational and career opportunities, helping to level the playing field and break the cycle of poverty. Overall, a schoolwide focus on coding, robotics, and STEM activities promotes inclusivity, equity, and academic success for all students.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The District will cultivate a positive, safe, and respectful culture in all its schools that fosters belonging, engagement and connectedness among students, parents, and staff. This includes establishing evidence-based safety protocols and comprehensive staff training on emergency preparedness and response. Through strategic investments in facility upgrades and modernization of infrastructure, we will advance safety, holistic well-being, and optimal learning conditions for students and staff alike. Additionally, we are committed to integrating flexible learning environments, and innovative teaching methodologies to promote personalized, collaborative, and inquiry-based learning experiences. We aspire to create inclusive, accessible, and inspiring facilities that reflect our unwavering commitment to excellence in education and student success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from educational partners and both quantitative and qualitative data compels the BOUSD to include a goal to cultivate a positive, safe, and respectful culture in all schools because fostering a positive and respectful culture is foundational to creating an environment where all students, parents, and staff feel valued, supported, and included. By prioritizing belonging, engagement, and connectedness, BOUSD demonstrates its commitment to promoting a sense of community and unity among its stakeholders. This not only enhances the overall school climate but also contributes to improved academic outcomes and social-emotional well-being for students.

Prioritizing safety protocols and comprehensive staff training on emergency preparedness and response is essential for ensuring the physical safety and security of students, staff, and visitors. By establishing evidence-based safety protocols and providing ongoing training, BOUSD demonstrates its dedication to maintaining a safe and secure learning environment where students can focus on their academic and personal growth without fear or distraction.

Strategic investments in facility upgrades and modernization of infrastructure are crucial for advancing safety, holistic well-being, and optimal learning conditions for students and staff. Up-to-date facilities not only provide a conducive environment for teaching and learning but also promote a sense of pride and belonging among the school community. Additionally, modernized infrastructure supports the integration of flexible learning environments and innovative teaching methodologies, which are essential for promoting personalized, collaborative, and inquiry-based learning experiences.

The commitment to creating inclusive, accessible, and inspiring facilities reflects BOUSD's unwavering dedication to excellence in education and student success. By ensuring that facilities are inclusive and accessible to all students, regardless of their abilities or backgrounds, BOUSD demonstrates its commitment to equity and diversity. Furthermore, inspiring facilities inspire creativity, innovation, and a passion for learning, contributing to a positive and enriching educational experience for all students.

The district will continue this goal based upon the 2025 California Dashboard, student surveys, and educational partner feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism	2022-2023 Chronic Absenteeism: BOUSD: All Students- 15.6% EL- 18.6% Homeless Youth- 27.8% SED- 24.2% SWD- 24.2% Hispanic- 22.4% Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Hispanic- 32% Country Hills Elementary: All Students- 12.9% SED- 20.9% SWD- 20.3% Hispanic- 20.7% Falcon Academy of Science and Technology: SED- 22.1%	2023-2024 Chronic Absenteeism: BOUSD: All Students- 8.4% EL- 3.1% Homeless Youth- 31.3% SED- 14.6% SWD- 31.3% HI- 13.5% Arovista Elementary: All Students- 13.9% EL-15.1% SED-22.2% HI- 16.8% Country Hills Elementary: All Students- 9.7% SED- 18.1% SWD-14.1% HI- 15.1%	2024-2025 Chronic Absenteeism: BOUSD: All Students- 9.5% EL-15.1% Homeless Youth- 31.5% SED-14.5% SWD-18.4% HI- 14.5% Long-Term English Learners- 26.6% Foster Youth- 33.3% Arovista Elementary: All Students-14.7% EL-24.6% SED- 21.1% HI- 16.8% Country Hills Elementary: All Students-7.1% SED- 8.5% SWD-11% HI- 9.1%	Chronic absenteeism will decrease by 5% district-wide and in each of the identified student groups. Chronic Absenteeism will decrease by 5% district-wide and in each of the identified subgroups. Change in Three Year Outcome: Chronic Absenteeism will decrease by 5% district-wide and in each of the identified subgroups. School Attendance Rate will increase by 2%.	When comparing 2022-2023 to 2024-2025, BOUSD reduced Chronic Absenteeism for All Students by 6.1%, EL students by 3.5%, SED students by 9.7%, SWD by 5.8% and HI students by 7.9%. Homeless Youth increased by 3.7% in Chronic Absenteeism. Arovista Elementary reduced Chronic Absenteeism for All Students by 10.7%, EL students by 7.7%, SED students by 13.9%, and HI students 15.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Laurel Elementary Magnet School of Innovation and Career Exploration: All Students- 22.9% SWD- 40.7% Mariposa Elementary: SWD- 21.5% Olinda Elementary: Hispanic- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% Change in Baseline Effective 2025-2026: 2022-2023 Chronic Absenteeism: BOUSD: All Students- 15.6% EL- 18.6% Homeless Youth- 27.8% SED- 24.2% SWD- 24.2% Hispanic- 22.4% Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Hispanic- 32%	Falcon Academy of Science and Technology: SED- 15.4% Laurel Elementary Magnet School of Innovation and Career Exploration: All Students- 12.6% SWD- 28% Mariposa Elementary: SWD- 9.6% Olinda Elementary: HI- 11.4% Brea Junior High School: EL- 16.4% SED- 13.2% 2024-2025 School Attendance Rate: 96.49% Data Source: California Dashboard	Falcon Academy of Science and Technology: SED-12.4% Laurel Elementary Magnet School of In novation and Career Exploration: All Students- 15.4% SWD- 27.7% HI- 19.9% SED- 21.5% Mariposa Elementary: SWD- 12.5% EL- 26.5% Olinda Elementary: HI- 8.4% Brea Junior High School: All Students- 12.9% EL- 27.4% SED- 18.2% HI- 18.9% Long-Term English Learners- 32.1% SWD- 26.6% White- 15.8%	Note: The change in the Three Year Outcome reflects the addition of School Attendance Rate.	Country Hills Elementary reduced Chronic Absenteeism for All Students by 5.8%, SED students by 12.4%, SWD students by 9.3%, and HI students by 11.6%. Falcon Academy of Science and Technology reduced Chronic Absenteeism for SED students by 9.7%. Laurel Elementary Magnet School of Innovation and Career Exploration reduced Chronic Absenteeism for All Students by 7.5% and SWD by 13%. Mariposa Elementary reduced Chronic Absenteeism of SWD by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Country Hills Elementary: All Students- 12.9% SED- 20.9% SWD- 20.3% Hispanic- 20.7% Falcon Academy of Science and Technology: SED- 22.1% Laurel Elementary Magnet School of Innovation and Career Exploration: All Students- 22.9% SWD- 40.7% Mariposa Elementary: SWD- 21.5% Olinda Elementary: Hispanic- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% 2023-2024 School Attendance Rate: 95.89% Note: The Baseline data was adjusted to also		Data Source: CA Dashboard		Olinda Elementary reduced Chronic Absenteeism for HI students by 13.7%. Brea Junior High School reduced Chronic Absenteeism for all students by 13.7% and SED students by 6.3%. Absenteeism of EL students increased by 0.8%. There was an increase of .6% in the School Attendance Rate in the 2024-2025 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		include the 2023-2024 School Attendance Rate. Data Source: California Dashboard Aeries				
4.2	Dropout Rate	2022-2023 Dropout Rate: 6.7% Change in Baseline Effective 2025-2026: 2022-2023 Drop Out Rate: 3.8% 2023-2024 Junior High Dropout Rate: 0.003% Note: Change in Baseline due correction in overall dropout rate and addition of Junior High Dropout Rate. Data Source: DataQuest CALPADS	2023-2024 High School Dropout Rate: 4.6% 2024-2025 Junior High Dropout Rate: 0.0086% Data Source: DataQuest CALPADS	2024-2025 High School Dropout Rate: 4.22% 2025-2026 Junior High Dropout Rate: 0% Data Source: DataQuest CALPADS	Dropout Rate will increase by 5% Change Year Three Outcome as of 2025-2026: Dropout Rate for high school will decrease by 2% compared to the baseline and dropout rate will decrease to 0%. Note: There was an error and the intent is that the dropout rate will decrease rather than increase. Additionally, the outcome was changed to reflect the new baseline data.	There is a decrease of 2.48% in the high school dropout rate. There is a decrease of .003% in the junior high dropout rate.
4.3	High School Graduation Rate	2022-2023 Graduation Rate: 93.3%	2023-2024 Graduation Rate: 94.4%	2024-2025 Graduation Rate: 93.8%	Graduation Rate will increase by 5% across all	The BOUSD Graduation Rate increased by 1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 78.8% Asian: 93.7% Hispanic: 91.7% Socioeconomically Disadvantaged: 93% White: 94.4%	Students with Disabilities: 90.6% Asian: 94.6% Hispanic: 93.2% Socioeconomically Disadvantaged: 94.5% White: 94.1% Data Source: Aeries	SWD- 82.3% A-95.4% HI-93.1% SED-93.3% W- 93% EL- 87% LTEL- 94.1% FY- Fewer than 11 students- data not displayed for privacy	significant subgroups over baseline.	for All Students, 11.8% for Students with Disabilities, 0.9% for Asian students, 1.5% for Hispanic students, 1.5% for Socioeconomically Disadvantaged students, but decreased by 0.3% for White sutdents.
4.4	Suspension Expulsion Rate	2022-2023 Suspension Rate: BOUSD: All Students- 2.1% Foster Youth- 16% Homeless Youth- 18.2% Brea Junior High School: EL- 21.5% SWD- 14.8% 2023-2024 BOUSD Expulsion Rate: 0% Note: Change in Baseline due to the inclusion of Expulsion Rate.	2023-2024 Suspension Rate: BOUSD: All Students- 2.2% Foster Youth- 12.1% Homeless Youth- 6% Brea Junior High School: EL- 9.6% SWD- 7.7% 2024-2025 BOUSD Expulsion Rate: 0% Data Source: California Dashboard	2024-2025 Suspension Rate: 1.7% FY-13.3% HOM-1.5% LTEL- 9.4% EL- 3.3% SED- 2.8% Brea Junior High School: EL-5.4% SWD- 4.7% Brea Olinda High School: HI- 4.4% Long-Term English Learners- 11.9%	Suspension rate will decrease by 5% district-wide and in each of the identified student groups.. Change in Year Three Outcome as of 2025-2026: Suspension rate will decrease by 5% district-wide and in each of the identified student groups. BOUSD Expulsion Rate will continue to be 0%.	The BOUSD Suspension Rate decreased by 0.1%, 3.9% for Foster Youth, and 12.2% for Homeless Youth. Brea Junior High School decreased the Suspension Rate of EL and SWD students by 11.9% and 7.1% respectively. BOUSD Expulsion Rate has increased by 0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Aeries CALPADS		Brea Canyon High School: 12% HI-8.6% SED- 8.3% 2025-2026 BOUSD Expulsion Rate: 0% Data Source: California Dashboard	Note: Year Three Outcome now includes Expulsion Rate.	
4.5	Maintenance and Facilities	In 2022-2023 there were 96 instances where facilities did not meet "Good Repair" standard.	In 2023-2024 there were 29 instances where facilities did not meet "Good Repair" standard. Data Source: SARC	In 2024-2025 there were 29 instances where facilities did not meet “Good Repair” standards. The SARCs are submitted and are available for review.	Instances of facilities not meeting "Good Repair" standard will decrease to 86 instances.	There was a decrease of 67 instances of not meeting "Good Repair" from the 2022-2023 school year to the 2023-2024 school year.
4.6	Educational Partner Engagement Discontinued for 2026-2027	600 parents completed the California Healthy Kids Survey, and 695 parents completed the LCAP Feedback Survey through April 1, 2023.	In 2023-2024 873 parents completed the LCAP Feedback Survey. The California Healthy Kids Survey for Parents was not administered during that school year. Data Source: Qualtrics	Not Applicable	There will be a increase in participation for both the LCAP Feedback Survey (660 participants) and the California Healthy Kids Survey (670 participants).	Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	SEL Education/Check Ins by Elementary Counselors	In 2022-2023: 369 Tier I lessons. 1230 individual student Check Ins.	In 2023-2024: 715 Tier I lessons 3,697 individual student check ins Data Source: Counselor Records	In 2024-2025: 753 Tier I lessons 8.904 individual student Check Ins Data Source: Counselor Records	Tier I SEL Lessons and individual Student Check Ins will increase to 390 Tier I lessons and 1,300 individual check ins.	There was an increase/decrease of 384 Tier I lessons and increase of 7,674 individual student check ins provided by elementary counselors.
4.8	Risk and Threat Assessments	In 2022-2023: 26 Elementary Suicide Severity Screenings 23 Secondary Suicide Severity Screenings	In 2023-2024: 33 Elementary Suicide Severity Screenings 11 Secondary Suicide Severity Screenings Data Source: Aeires	In 2024-2025: 85 Elementary Suicide Severity Screenings 71 Secondary Suicide Severity Screenings Data Source: Aeries	There will be a decrease in Suicide Severity Screenings in both elementary and secondary schools. 25 Elementary Suicide Severity Screenings 22 Secondary Suicide Severity Screenings	There was an increase of 59 Elementary Suicide Severity Screenings and a increase of 48 Secondary Suicide Severity Screenings.
4.9	California Healthy Kids Survey	1,167 students participated in the California Healthy Kids Survey for the 2023-2024 school year	1,616 students participated in the California Healthy Kids Survey for the 2024-2025 school year. Data Source: California Healthy Kids Survey	The California Healthy Kids Survey was not administered during the 2025-2026 school year as other means of collecting student data were explored. Not Applicable	CHKS participation by students will increase to 1,300 as grade levels are added.	There was an increase of 449 student participants in the California Healthy Kids Survey for the 2024-2025 school year. Not Applicable for 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	Qualtrics LCAP Educational Partner Survey Discontinued for 2026-2027	1570 parents participated in the Qualtrics LCAP Survey 129 parents participated at Arovista Elementary School 118 parents participated at Laurel Elementary School 116 parents participated at Country Hills Elementary School 210 parents participated at Olinda Elementary School 161 parents participated at Mariposa Elementary School 175 parents participated at Falcon Elementary School 227 parents participated at Brea Junior High School 9 parents participated at Brea Canyon High School	2024-2025 Qualtrics LCAP Survey 1,618 participants engaged in the Qualtrics LCAP Survey Data Source: Qualtrics LCAP Survey	Not Applicable	Parent participation in the LCAP Qualtrics Survey will increase by 10% at all participating schools. Change in Year Three Outcome Effective 2026-2027: LCAP Qualtrics Survey participation will increase by 10% districtwide.	Not Applicable-Metric Discontinued for 2026-2027

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		350 parents participated at Brea Olinda High School Change in Baseline Effective 2024-2025 School Year : 1,092 participants engaged in the Qualtrics LCAP Survey Note: The district has determined that it is more appropriate to collect data and measure overall survey participation. Data Source: Qualtrics LCAP Survey				
4.11	LCAP Educational Partner Engagement Activity	151 Educational Partners participated in the LCAP Engagement Activity. Data Source: ThoughtExchange New Metric for 2026-2027	Not Applicable	151 Educational Partners participated in the LCAP Engagement Activity. Data Source: ThoughtExchange	Educational Partner participation in the Engagement Activity will increase by 10%.	Not applicable-New Metric added 2026-2027

Goal Analysis [2025-26]

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

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

Goal 4 of Brea Olinda Unified School District's 2025–26 LCAP reflects a commitment to fostering safe, inclusive, and engaging learning environments where all students—particularly those who are historically underserved—feel supported, connected, and empowered to thrive. Overall, the district has largely implemented the planned actions aligned to this goal; however, variation in implementation across sites and ongoing capacity needs have impacted the consistency and effectiveness of some actions.

Building Systems of Wellness and Support
The district implemented a comprehensive system of wellness and support through strategic staffing and program development. Key actions included the hiring and deployment of counselors (Actions 4.1 and 4.2), a school readiness nurse (Action 4.3), a social worker (Action 4.5), behavior specialists (Action 4.7), and health assistants (Action 4.12). These staff members collaborated to address students' academic, social-emotional, and physical needs. In addition, wellness centers (Action 4.6) were established across school sites, and PBIS Tier I and Tier II supports (Action 4.9) and Social-Emotional Learning practices (Action 4.10) were implemented to provide proactive and consistent support. A key success has been the establishment of a more coordinated, multi-tiered system of support that integrates wellness, behavior, and SEL across sites. However, a notable challenge has been ensuring consistent implementation and staff capacity to fully utilize these systems. While all actions were implemented, some were executed with varying levels of depth and fidelity compared to the original plan, particularly in the integration of supports across departments and sites. Continued professional learning and coordination are needed to strengthen system coherence.

Prioritizing Mental Health and Social-Emotional Learning
The district implemented student surveys (Action 4.8) to inform mental health and social-emotional learning efforts, using the data to guide targeted supports. Staffing investments, including counselors (Actions 4.1 and 4.2), a secondary social worker (Action 4.5), and behavior specialists (Action 4.7), were aligned to identified student needs and contributed to expanded access to services. A success in implementation has been the increased use of student data to inform decision-making and align supports. However, a significant challenge has been responding to the growing and evolving mental health needs of students, particularly those influenced by social media and technology. While planned actions were implemented, the intensity of student needs has required ongoing adaptation beyond the original scope, highlighting the need for continued staff training and expanded capacity to fully meet student demand.

Promoting Restorative Practices and Equity
The district implemented actions to promote restorative practices and equitable discipline, including expanding counseling support (Actions 4.1 and 4.2) and providing PBIS Tier I and Tier II training (Action 4.9). These efforts aimed to create more consistent, relationship-centered approaches to behavior and student engagement. A key success has been improved clarity in distinguishing between major and minor behavioral incidents, resulting in more consistent responses in some areas. However, a primary challenge has been inconsistent implementation across school sites. While the planned actions were carried out, they were not implemented uniformly, resulting in variability in practice. This represents a substantive difference from the intended outcome of systemwide consistency. Additional calibration, monitoring, and professional development are needed to ensure fidelity across all sites.

Elevating Student Voice and Climate Monitoring
The district implemented online student surveys (Action 4.8) to elevate student voice and monitor school climate. These surveys provided valuable data to inform decision-making and identify areas for improvement. A success has been the increased emphasis on student voice as a driver of district planning. However, challenges emerged related to survey administration timelines, which impacted participation rates and the timeliness of data analysis. While the action itself was implemented as planned, the timing differed from initial expectations, limiting its effectiveness. The district is adjusting survey processes to improve participation and ensure more actionable data.

Addressing Chronic Absenteeism
The district implemented the SIA Attendance Intervention Program (Action 4.4) and allocated staff (Action 4.15) to support attendance monitoring, outreach, and intervention. These efforts contributed to reductions in chronic absenteeism in prior years. However, during the 2025–2026 school year, chronic absenteeism increased, indicating a challenge in sustaining prior gains. While the planned actions were implemented, outcomes did not meet expectations, suggesting that current strategies require refinement. This has prompted a review of practices to improve consistency, strengthen interventions, and better respond to the evolving needs of students and families.

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.

This year, BOUSD experienced differences between Budgeted Expenditures and Estimated Actual Expenditures. Please find justifications below:

Action 4.1: The district expanded the elementary school counselor team to 6 staff members.
Action 4.5: The district overspent due to negotiated salary increase.
Action 4.6: Wellness centers were set up in 2024-2025; these funds will be reduced and are for replenishing supplies and addressing additional needs.
Action 4.10: The district underestimated the cost of the program
Action 4.11: Transitions in leadership halted work in the implementation of this action; plans are being developed to utilize this allocation, with implementation expected in 2026–27.
Action 4.12: The district underspent due to estimated salaries and it will be increased due to salary increase
Action 4.13- Increased due to salary increase
Action 4.15: Salary/benefits for these positions were underestimated; adjustments have been made in the 2026–27 LCAP.
Action 4.16: The program required less staffing in the 2025-2026 school year and will be discontinued for the 2026-2027 school year

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

Overall, the district's actions under Goal 4 have been effective in building systems of support that promote student wellness, safety, and engagement, with positive outcomes in several key metrics. However, some actions are only partially effective due to inconsistent implementation across sites, and others—particularly those addressing chronic absenteeism (Actions 4.4 and 4.15, Metric 4.1)—have been ineffective in the current year. This indicates a need for greater coherence and targeted refinement to improve outcomes across all metrics.

Building Systems of Wellness & Support

Actions 4.1, 4.2, 4.3, 4.5, 4.7, and 4.12 have been effective in establishing a coordinated, multi-tiered system of student support. Investments in counselors, a school readiness nurse, a social worker, behavior specialists, and health assistants have increased student access to academic, social-emotional, and physical health services. These actions have contributed to positive outcomes in graduation rates (Metric 4.2) and reductions in dropout rates (Metric 4.3), as well as expanded access to elementary counseling services (Metric 4.7) and improved monitoring of risk and threat assessments (Metric 4.8). Additionally, Actions 4.6, 4.9, and 4.10 have been partially effective. Wellness spaces (Action 4.6), PBIS Tier I and II implementation (Action 4.9), and integrated SEL practices (Action 4.10) have strengthened proactive supports for students; however, variability in implementation across sites has limited the overall impact. Continued professional learning and stronger coordination are needed to ensure consistent and sustainable implementation districtwide.

Prioritizing Mental Health and Social-Emotional Learning
Actions 4.8, 4.1, 4.2, 4.5, and 4.7 have been effective in strengthening the district's responsiveness to student mental health needs. The use of student survey data (Action 4.8) has supported progress on school climate and student voice (Metric 4.9), with several sites effectively using data to inform site-based actions. Increased staffing has also contributed to expanded counseling access (Metric 4.7) and improved monitoring of student safety (Metric 4.8). However, these actions have been partially effective overall, as implementation of survey-driven practices is inconsistent across sites. Additionally, the increasing complexity of student mental health needs has limited the degree to which current actions fully meet targeted outcomes. The district will need to refine systems, increase staff capacity, and ensure more consistent use of data across all sites.

Promoting Restorative Practices and Equity
Actions 4.1, 4.2, and 4.9 have been effective in improving staff capacity to implement restorative practices and PBIS. Professional learning and staffing investments have resulted in clearer differentiation between major and minor behaviors and more consistent use of PBIS strategies. These actions have contributed to improvements in suspension and expulsion outcomes (Metric 4.4). Despite these gains, the actions are partially effective due to uneven implementation across school sites. Continued focus is needed to build coherence and ensure that restorative practices are applied consistently, which will be critical to sustaining and expanding positive outcomes.

Elevating Student Voice and Climate Monitoring
Action 4.8 has been effective in increasing opportunities for student voice and informing school climate improvements, as evidenced by progress in school climate data (Metric 4.9). Student surveys have provided meaningful insights that support decision-making and strengthen student engagement. However, this action has been partially ineffective in maximizing participation and timely data use. Challenges with survey timing have limited response rates and reduced the district's ability to act on data consistently across sites. Refinement of administration processes is needed to improve data quality and usability.

Addressing Chronic Absenteeism
Actions 4.4 and 4.15 have been partially effective in addressing chronic absenteeism (Metric 4.1). These actions supported improved attendance outcomes in prior years through increased monitoring, outreach, and intervention. However, these actions were ineffective during the 2025–2026 school year, as chronic absenteeism increased. This indicates that current strategies are not yet producing the intended results under current conditions. The district is actively reviewing and revising these actions to strengthen interventions, improve consistency across sites, and better respond to student and family needs.

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

There is a strong commitment to the development of safe and positive environments for the students of BOUSD. This includes the facilities and the culture of our schools.

The following changes have been made for the 26-27 LCAP:
Metric 4.6- Discontinued and changed to ThoughtExchange (new Metric 4.11)
Metric 4.10- Discontinued and changed to ThoughtExchange (new Metric 4.11)
Metric 4.11- New for 2026-2027 and replaces the Qualtrics platform for Educational Partner engagement
Action 4.16- Analysis indicated the program was no longer needed in the district
Action 4.17- Discontinued because project was completed

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Elementary School Counselors	LREBG Action: The District will fund these positions using Learning Recovery Emergency Block Grant (LREBG) resources, allocating $280,010 from the remaining $404,691 in LREBG funds to partially support the cost of this goal and action. The remaining costs will be funded through other state funding sources. Funded personnel will provide direct social and emotional support for all students, with specific focus on the needs of our unduplicated pupils; broadens our foundational approach towards increasing on-site expertise Social and Emotional support. After an analysis of our unduplicated pupil data, there is a need to increase staff that provides direct SEL support in order to more effectively provide students ongoing learning opportunities and increased proficiency in all academic areas. This service should result in improved local and state assessments scores, Reclassification rates, A-G eligibility, College and Career readiness, and site-based performance data. Promote the health and wellness of the younger learners in K-6 to increase access to learning in all areas. Research demonstrates that comprehensive elementary school counseling programs improve academic achievement, attendance, school climate, and students' social-emotional development. Evidence-based counseling	$750,000.00	No

Action #	Title	Description	Total Funds	Contributing
		interventions support early identification of student needs, reduce barriers to learning, and strengthen school connectedness, particularly for underserved student groups. (EdResearch for Recovery, 2022; American School Counselor Association [ASCA], 2021) Metric being used to monitor the action: Metric 4.1, 4.7 and 4.8		
4.2	Brea Canyon High School Counselor	This counselor will provide personalized support, resources, and advocacy. He/She will work closely with students to address academic, social, and emotional challenges, offering guidance and interventions tailored to their unique circumstances. The counselor assist in navigating language barriers, accessing language support services, and setting academic goals conducive to language acquisition. He/She will also provide stability, guidance in transitioning between placements, and assistance in accessing resources such as tutoring or extracurricular activities to foster a sense of belonging. Additionally, the counselor will advocate for the diverse needs of students, connecting them with financial aid opportunities, college readiness programs, and community resources to ensure equitable access to educational opportunities. The At-Risk Counselor supports both Goal 2, Action 2.5 and Goal 4, Action 4.2 by providing comprehensive academic, social-emotional, and individualized support services to students. To avoid duplicating expenditures in the LCAP budget, the full cost of this position is budgeted and reported under Action 2.5. Therefore, no additional funding is budgeted under Action 4.2.		No
4.3	School Readiness Nurse	Personnel that ensures a smooth entry into our school communities, with particular focus on the specific needs of unduplicated pupils. With this support, early school experiences lead to increased Social Emotional health and academic achievement. After an analysis of our unduplicated pupil data, there is a need to increase staff that provides specialized support for our earliest learners in order to more effectively set a foundation for our students' ongoing learning opportunities and increased proficiency in all academic areas. This service should result in improved		No

Action #	Title	Description	Total Funds	Contributing
		local and state assessments scores for students in preschool and K. Early learning support will increase through health and wellness. The School Readiness Nurse supports both Goal 2, Action 2.6 and Goal 4, Action 4.3 by providing health, wellness, and early intervention services that promote school readiness and improve academic and social-emotional outcomes for our youngest learners. To avoid duplicating expenditures in the LCAP budget, the full cost of this position is budgeted and reported under Action 2.6. Therefore, no additional funding is budgeted under Action 4.3.		
4.4	SIA Attendance Intervention Program	The district was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. Centralized information platform called Attention2 Attendance that monitors student attendance and provides real time data to provide regular input with decision-making processes; offers early warning and interventions, promotes increased learning time for all students. After an analysis of our unduplicated pupil data, as well as data found on the California Dashboard, it is evident that a more robust system of attendance tracking and intervention is needed in the district. Site administrators need support for real time data in the area of attendance and interventions. This service should result in improve attendance rates, translating into improved local and state assessments scores, Reclassification rates, A-G eligibility, College and Career readiness, and site-based performance data. Increase stakeholder engagement, community and parent participation. The District's attendance monitoring platform supports both Goal 2, Action 2.14 and Goal 4, Action 4.4 by providing real-time attendance data, early identification of attendance concerns, and intervention strategies that improve student engagement and academic outcomes. To avoid		No

Action #	Title	Description	Total Funds	Contributing
		duplicating expenditures in the LCAP budget, the full cost of this service is budgeted and reported under Action 2.14. Therefore, no additional funding is budgeted under Action 4.4.		
4.5	Social Worker for Secondary Schools	BOUSD was identified for CIM in 2023-2024 in respect to significant disproportionality. The district was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities Chronic Absenteeism and CIM in relation to Graduation Rate. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. A school social worker to play a vital role in meeting the diverse needs of students (specifically Unduplicated Pupils and Students with Disabilities) by providing comprehensive support to enhance their academic, social, and emotional well-being. He/She will offer individual and group counseling to address personal challenges such as family issues, mental health concerns, and peer relationships, fostering a supportive environment conducive to learning. The school social worker will collaborate with teachers, administrators, and families to develop intervention plans and support strategies tailored to each student's needs. He/She will also connect students with community resources and services, including mental health agencies, housing assistance, and substance abuse programs, to ensure holistic support beyond the school walls. Additionally, the school social worker will play a crucial role in crisis intervention, providing immediate support and resources to students experiencing emergencies or traumatic events.	$151,254.00	No
4.6	Wellness Spaces	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to Graduation Rate. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action supports strategic plans to address CIM and Differentiated Assistance. Wellness spaces in schools will serve as invaluable sanctuaries for students, offering a dedicated environment for relaxation, reflection, and support. These spaces are carefully designed to promote mental health and social-emotional regulation by providing resources such as mindfulness activities, stress-relief techniques, and counseling support. By offering a tranquil and safe haven within the school environment, wellness spaces empower students to manage stress, anxiety, and other emotional challenges effectively. Additionally, they foster a sense of belonging and community, encouraging students to seek help and support from peers and trusted adults.		
4.7	Behavior Specialists	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to Graduation Rate. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. Trained and credentialed behavior specialists play a pivotal role in behavior regulation and support for students (specifically Unduplicated Pupils and Students with Disabilities) by providing targeted interventions and strategies to address challenging behaviors. They assess students' individual needs, collaborate with teachers and parents to develop personalized behavior plans, and implement evidence-based techniques to promote positive behavior change. Behavior specialists also offer ongoing support and training to educators and staff, equipping them with the tools and knowledge to effectively manage behavior in the classroom. Through their expertise and guidance, behavior specialists help create a supportive and inclusive learning environment where all students can thrive academically and socially.	$170,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Panorama and California Healthy Kids Surveys	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to Graduation Rate. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. School climate surveys play a crucial role in helping schools meet the needs of students (specifically Unduplicated Pupils and Students with Disabilities), parents, and staff by providing valuable insights into the overall atmosphere and culture of the school community. These surveys offer an important platform for stakeholders to share their opinions, concerns, and suggestions regarding key aspects of the school environment, including safety, inclusivity, academic support, and relationships. By gathering feedback from students, families, and educators, schools can identify both areas of strength and opportunities for growth, enabling targeted interventions that enhance the overall climate. Importantly, school climate surveys help assess both students' and staff members' sense of safety, belonging, and connectedness—essential components of a healthy school environment. When students feel safe, respected, and emotionally supported, they are more likely to engage in learning, attend school regularly, and build positive peer relationships. Similarly, when staff feel secure and connected to the school community, their morale, retention, and effectiveness improve. Additionally, school climate surveys promote transparency and accountability, fostering trust and collaboration among all members of the school community as they work together toward the shared goal of creating a safe, inclusive, and supportive learning environment for everyone.	$35,000.00	No
4.9	PBIS Tier I and Tier II Supports	In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Suspension Rate.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action supports strategic plans to address Differentiated Assistance. Positive Behavior Interventions and Supports (PBIS) promote a proactive and inclusive approach to behavior management. PBIS fosters a positive school climate through the establishment of clear behavioral expectations and the reinforcement of positive behaviors. By implementing consistent and evidence-based strategies, PBIS helps reduce disciplinary incidents, improve student behavior, and create a safe and supportive learning environment for all students (specifically Unduplicated Pupils and Students with Disabilities). Moreover, PBIS encourages collaboration among students, teachers, and administrators, fostering a sense of ownership and responsibility for maintaining a positive school culture. PBIS contributes to improved academic outcomes, increased student engagement, and enhanced overall well-being in all BOUSD schools.		
4.10	Social Emotional Learning Supports	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to Graduation Rate. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism and Suspension Rate. This action supports strategic plans to address CIM and Differentiated Assistance. Resources to advance the following initiatives across the district: SEL curriculum and instruction, Counseling and mental health services, peer support programs, restorative practices, SEL: focused professional development, Culture building activities. These SEL supports benefit students (specifically Unduplicated Pupils and Students with Disabilities) by fostering emotional intelligence, resilience, and positive social relationships, which in turn enhance academic success and overall well-being.	$10,000.00	No
4.11	Drug and Alcohol Prevention	Drug and alcohol prevention programs in upper elementary and secondary schools to offer critical education and support to students, equipping them	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		with the knowledge and skills to make healthy choices and resist substance use. Programs will offer age-appropriate information about the risks and consequences of drug and alcohol use, empowering students to make informed decisions and develop resistance strategies. They also promote positive peer norms and social support networks, fostering a school culture where substance-free lifestyles are valued and celebrated. Moreover, these programs often involve collaboration with parents, community organizations, and law enforcement, creating a comprehensive approach to prevention that addresses multiple influences on students' behavior.		
4.12	Health Assistants at all Elementary and Secondary Sites	School health assistants providing invaluable support to schools by ensuring the well-being and safety of students. These professionals administer first aid, medication, and basic healthcare services, promptly addressing student health concerns and injuries. By assisting students with chronic health conditions, managing medication schedules, and monitoring vital signs, school health assistants help create a conducive learning environment where students can focus on their academic pursuits without health-related interruptions. Additionally, they collaborate with school nurses, teachers, and parents to promote health education and preventive care initiatives, contributing to the overall health and wellness of the school community.	$370,000.00	Yes
4.13	Program Specialist	BOUSD was identified for CIM in 2023-2024 in respect to significant disproportionality. The district was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates, Math achievement rates and Chronic Absenteeism. During the 2025-2026 school year the district was identified for CIM in relation to Graduation Rate, LRE regular class 80% or more, and LRE separate schools (Preschool). This action supports strategic plans to address CIM and Differentiated Assistance. The program specialist position is responsible for supporting the professional growth of special education teachers and staff. This role	$179,718.00	No

Action #	Title	Description	Total Funds	Contributing
		involves providing expertise in instructional strategies, curriculum development, and best practices to enhance the educational experiences and outcomes for Students with Disabilities. The program specialist will collaborate with teachers, administrators, and other educational partners to ensure compliance with Individualized Education Programs (IEPs) and foster an inclusive learning environment. Our program interventionist also further supports the design of, and deliverance of, professional development sessions focused on effective instructional strategies, behavior management, and inclusive practices. In addition, the program interventionist will help in mentoring and supporting special education teachers through observation, feedback, and coaching cycles, collaborating with teachers to develop and implement differentiated instruction tailored to diverse learning needs.		
4.14	Maintenance of Facilities	Maintaining school facilities is essential for promoting academic success as it creates a conducive environment for learning. Well-maintained facilities provide students with safe, comfortable, and functional spaces that support their educational experience. Upkeep of facilities enhances student morale, pride, and motivation, fostering a positive school climate conducive to academic achievement. Moreover, clean and well-equipped facilities contribute to a sense of respect and value for education, encouraging students to take ownership of their learning environment. Overall, investing in the maintenance of school facilities is an investment in the academic success and well-being of students and staff alike.	$3,072,043.00	No
4.15	Staffing for Attendance Interventions	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities Chronic Absenteeism. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism. This action supports strategic plans to address Differentiated Assistance. Staff monitor and address chronic absenteeism in schools by implementing systematic tracking systems to identify students (specifically Unduplicated Pupils and Students with Disabilities) with patterns of frequent absences. They collaborate with teachers, counselors, and parents to understand the	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		underlying reasons for absenteeism and develop targeted interventions and support plans. These may include mentoring programs, family engagement initiatives, and access to resources such as transportation or healthcare services, ultimately aiming to improve student attendance and engagement in learning.		
4.16	Futures Academy Support (Aides to support BCHS and BJHS Futures Program) Discontinued 2026-2027	Futures provides individualized support and interventions, so as to address the unique challenges faced by students with emotional disturbances, fostering a sense of belonging and acceptance. Through small class sizes, targeted therapeutic approaches, and trained support staff, this program creates a supportive learning environment where students feel understood and valued. Additionally, this specialized program incorporates social-emotional learning strategies and coping skills training, equipping students with the tools to regulate their emotions and navigate social interactions effectively.		
4.17	Infrastructure Improvements to Enhance School Safety Discontinued 2026-2027	Improvements in infrastructure on school campuses play a crucial role in enhancing the overall security and safety of the campus. Considerations will be given to upgrades such as installing security cameras, implementing access control systems, and improving lighting so as to contribute to a more secure environment by deterring potential threats and facilitating quick response in case of emergencies. Additionally, enhancements like perimeter fencing and designated entry points will be put into place to regulate access to the campus, reducing the risk of unauthorized individuals entering the premises. Moreover, infrastructure improvements may include measures to enhance emergency preparedness, such as installing emergency communication systems and creating designated safe zones. This action was completed during the 2025–26 school year. The District successfully completed the planned fencing project, enhancing campus security by improving perimeter access control and supporting a safer learning environment for students and staff. As the project has been completed, no additional funding is budgeted for this action in the 2026–27 LCAP.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$5,611,310	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.301%	0.000%	$0.00	8.301%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Six Elementary Reading Specialists **Need:** Based on the California Dashboard the district's Unduplicated Pupils are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. Extra time and support provided by professionals with reading intervention expertise using research based reading support platforms has also been used in the district previously and has been shown to be effective in iReady diagnostic data, specifically in addressing the needs of Unduplicated Pupils through the use of high impact instructional strategies to support	1.2, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is not currently available) compared to all students (29.3 points above standard).This need is evident throughout the district which is why it is a schoolwide action at all elementary schools. There is a need to provide targeted reading intervention to Unduplicated Pupils, as they underperform "All Students" in local and state assessments. Metrics: 1.2, 1.4 **Scope:** Schoolwide	foundational literacy skill development. The district believes this action meets this need because reading intervention provided by reading specialists has been shown to be effective in improving ELA and reading scores. According to Dr. Timothy Shanahan, a professor emeritus at the University of Illinois at Chicago and an expert in literacy education, has highlighted the effectiveness of pull-out reading support. He states that targeted interventions by trained personnel, such as reading specialists, can significantly improve reading skills in struggling readers (Source: Shanahan, Timothy. "The Effectiveness of Pull-Out Reading Programs.")	
1.3	**Action:** College Career Guidance NOCROP Counselor Support **Need:** Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and Career Readiness data of subgroups at Brea Canyon High School (All Students, SED). This need is evident at the secondary level and is therefore schoolwide.	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. The district currently utilizes staff to support college/career readiness, and this has improved A-G completion rates and increased enrollment and completion of CTE pathways. According to McKillip, Rawls, and Barry (2012), the support of college/career counselors specifically benefit underserved students by providing essential resources and support related to post-secondary options, application procedures, financial aid, and scholarship opportunities. Furthermore, district should work to reduce the student-to-counselor ratio in order to provide more personalized attention and support. This action will provide an opportunity for staff to provide specific resources, supports, and interventions to address the unique needs of unduplicated students. (Source: McKillip, M. E. M., Rawls, A., & Barry, C. (2012). Improving	1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Metric: 1.6, 1.7 **Scope:** Schoolwide	college access: A review of research on the role of high school counselors. Professional School Counseling, 16(1), 49-58.)	
1.9	**Action:** Certificated PE Staff Salary and Benefits **Need:** Based on 22-23 CAASPP data for grades 3-6 in English Language Arts and Math, the district's unduplicated students are underperforming compared to all students. BOUSD teachers need release time in which to strategically plan how to support their Unduplicated Pupils. 22-23 CAASPP 3rd Grade Meet/Exceed Standard (ELA/Math): All Students- 59.87% / 72.02% SED- 40.3% / 55.46% EL- 20.37% / 46.29% Due to the limited sample size, data on the performance of Foster Youth is currently not available. 22-23 CAASPP 4th Grade Meet/Exceed Standard (ELA/Math): All Students- 60.05% / 66.29% SED- 39.82% / 46.43% EL- 20.40% / 34.00% Due to the limited sample size, data on the performance of Foster Youth is currently not available.	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. The designated elementary PE program provides teachers with designated release time to review data and lesson plan to support the academic needs of Unduplicated Pupils. According to Thorat, (2021), lesson plans that emphasize differentiation in conjunction with formative assessment have been found to support student academic achievement (Source: "The Importance of Lesson Planning and Time Management in Improving Learning Outcomes" by Ms. Shamali Madhav Thorat)	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	22-23 CAASPP 5th Grade Meet/Exceed Standard (ELA/Math): All Students- 68.18% / 55.15% SED- 68.18% / 55.15% EL- 25.00% / 22.91% Due to the limited sample size, data on the performance of Foster Youth is currently not available. 22-23 CAASPP 6th Grade Meet/Exceed Standard (ELA/Math): All Students- 66.35% / 58.55% SED- 44.79% / 29.48% EL- 21.21% / 25.00% Due to the limited sample size, data on the performance of Foster Youth is currently not available. The need is evident throughout all elementary grades and is therefore a schoolwide action at all elementary sites. Metric: 1.2 **Scope:** Schoolwide		
1.11	**Action:** Two Certificated Professional Development Days (Full Day) **Need:** Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points	This action is directed at our Unduplicated Pupils due to the gap that exists between significant subgroups and "All Students". The district utilizes various forms of data, formative and summative, to identify areas of need and develops professional development opportunities that specifically target the development of high impact instructional strategies that support the academic growth of Unduplicated Pupils. According to Darling-	1.1,1.2, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. Targeted professional development that focuses on addressing the needs of Unduplicated Pupils is necessary to support	Hammond, Hyler, and Gardner (2017), high-quality professional development is essential to educational improvements for students, specifically when staff are better prepared to address the unique needs of unduplicated pupils (Source: "Effective Teacher Professional Development" by Darling-Hammond, L., Hyler, M.E., and Gardner, M.) This is being provided on a LEA-wide basis in order to provide professional development and training that supports all student K-12.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the implementation of high impact instructional strategies in order to close the achievement gap between Unduplicated Pupils and "All Students". Metrics: 1.1, 1.2, 1.5 **Scope:** LEA-wide		
1.14	**Action:** Extended Learning/Tutoring **Need:** Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12%	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. Each school site is allocated funds to implement extended learning opportunities/tutoring to target Unduplicated Pupils and struggling students to provide explicit ELA and math instruction and support. According to Lauer et al., (2006), at-promise students who have participated in "out-of-school-time" learning opportunities demonstrated improvements in reading and math when compared to their non-participating peers. Additionally, providing learning opportunities "out-of-school-time" has been identified as an effective strategy for closing the achievement gap when the programs are designed utilizing high-impact instructional strategies specific to the unique needs of unduplicated students. (Source: Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2006). "Out-of-School-Time Programs: A Meta-Analysis of Effects for At-Risk Students." Review of Educational Research, 76(2), 275-313.)	1.2, 1.3, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This needs is responsive to the ELA and/or Math performance of subgroups at the following schools: Country Hills Elementary (SWD), Brea Junior High School (SWD), Brea Olinda High School (SWD); Laurel Elementary (SWD). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. There is a need to provide extending learning opportunities and tutoring that target the identified needs of Unduplicated Pupils in order to close the achievement gap that exists between Unduplicated Pupils and "All Students". Metrics: 1.2, 1.3, 1.5 **Scope:** LEA-wide	This is being provided on a LEA-wide basis in order to support closing the achievement at all school sites.	
1.15	**Action:** Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS)	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. The AVID program supports Unduplicated Pupils in the	1.2, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). Based upon the California Dashboard, Brea Olinda High School's Unduplicated Pupils are significantly underperforming in ELA (Socioeconomically Disadvantaged 5.3 points below standard, English Learners 76 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (32.9 points above standard), and in Math (Socioeconomically Disadvantaged 65.8 points below standard, English Learners 100.6 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (22.8 points below standard). This need is evident across the school and is therefore a schoolwide action. There is a need to provided targeted support for Unduplicated Pupils in academic strategies that support success in core content areas. Additionally, there is a need to increase exposure of Unduplicated Pupils to post-secondary options, and provide the necessary	development of 21st century skills and supports college/career readiness through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor). Additionally, the AVID program provides opportunities for Unduplicated Pupils to learn about and visit various college campuses, as well as receive support with applications and the processes to apply to post-secondary programs. According to Bernhardt (2013), the AVID program has been found to significantly increase college/career readiness for under-served student populations by increasing access to rigorous courses, improving organization and study skills, and engaging in college preparatory activities. Bernhardt found that implementation of AVID develops a college-going school culture and supports with closing the achievement gap. (Source: Bernhardt, P. E. (2013). "The Advancement Via Individual Determination (AVID) Program and Its Impact on Student Achievement")	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	guidance and support as students apply for two-year and four-year institutions and other career programs. Metric: 1.2, 1.5, 1.6, 1.7 **Scope:** Schoolwide		
1.16	**Action:** Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS) **Need:** Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and Career Readiness data of subgroups at Brea Canyon High School (All Students, SED). Based upon the California Dashboard, Brea Junior High School's Unduplicated Pupils are significantly underperforming in ELA (Socioeconomically Disadvantaged 31.7 points below standard, English Learners 47.3 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (26 points above standard),	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. The AVID program supports unduplicated students in the development of 21st century skills and supports college/career readiness through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor). Additionally, the AVID program provides opportunities for Unduplicated Pupils to learn about and visit various college campuses, as well as exposure to the processes to apply to post-secondary programs. According to Bernhardt (2013), the AVID program has been found to significantly increase college/career readiness for under-served student populations by increasing access to rigorous courses, improving organization and study skills, and engaging in college preparatory activities. Bernhardt found that implementation of AVID develops a college-going school culture and supports with closing the achievement gap. (Source: Bernhardt, P. E. (2013). "The Advancement Via Individual Determination (AVID) Program and Its Impact on Student Achievement")	1.2, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and in Math (Socioeconomically Disadvantaged 48.6 points below standard, English Learners 66.4 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (16.1 points above standard). This need is evident across the school and is therefore a schoolwide action. There is a need to provided targeted support for Unduplicated Pupils in academic strategies that support success in core content areas. Additionally, there is a need to increase exposure of Unduplicated Pupils to post-secondary options, and provide the necessary guidance and support as they consider their course selection at the high school in preparation for their post-secondary goals. Metrics: 1.2, 1.5, 1.6. 1.7 **Scope:** Schoolwide		
1.17	**Action:** Advancement via Individual Determination (AVID) for Arovista Elementary **Need:** Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. The AVID program supports unduplicated students in the development of 21st century skills and supports college/career readiness through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor). According to Bernhardt (2013), the AVID program has been found to significantly increase college/career readiness for under-served student populations by	1.2, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and Career Readiness data of subgroups at Brea Canyon High School (All Students, SED). Based upon the California Dashboard, Arovista's Unduplicated Pupils are significantly underperforming in ELA (Socioeconomically Disadvantaged 31.9 points below standard, English Learners 75.8 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (1.3 points above standard), and in Math (Socioeconomically Disadvantaged 51.7 points below standard, English Learners 91.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (6.2 points below standard). This need is evident across the school and is therefore a schoolwide action. There is a need to provided targeted support for Unduplicated Pupils in academic strategies that support success in core content areas. Metrics 1.2, 1.5, 1.6, 1.7 **Scope:** Schoolwide	increasing access to rigorous courses, improving organization and study skills, and engaging in college preparatory activities. Bernhardt found that implementation of AVID develops a college-going school culture and supports with closing the achievement gap. (Source: Bernhardt, P. E. (2013). "The Advancement Via Individual Determination (AVID) Program and Its Impact on Student Achievement")	
1.18	**Action:** AVID Tutors for BOHS and BJHS	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our	1.2, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and Career Readiness data of subgroups at Brea Canyon High School (All Students, SED). Based upon the California Dashboard, Brea Olinda High School's Unduplicated Pupils are significantly underperforming in ELA (Socioeconomically Disadvantaged 5.3 points below standard, English Learners 76 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (32.9 points above standard), and in Math (Socioeconomically Disadvantaged 65.8 points below standard, English Learners 100.6 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (22.8 points below standard). Based upon the California Dashboard, Brea Junior High School's Unduplicated Pupils are significantly underperforming in ELA (Socioeconomically Disadvantaged 31.7 points	significant subgroups and all students. The AVID program supports unduplicated students in the development of 21st century skills and supports college/career readiness through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor). The AVID Tutors work in collaboration with teachers to facilitate tutoring via the Tutorial Process which addresses student identified areas of need in a structured setting. According to Bernhardt (2013), the AVID program has been found to significantly increase college/career readiness for under-served student populations by increasing access to rigorous courses, improving organization and study skills, and engaging in college preparatory activities. Bernhardt found that implementation of AVID develops a college-going school culture and supports with closing the achievement gap. (Source: Bernhardt, P. E. (2013). "The Advancement Via Individual Determination (AVID) Program and Its Impact on Student Achievement")	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard, English Learners 47.3 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (26 points above standard), and in Math (Socioeconomically Disadvantaged 48.6 points below standard, English Learners 66.4 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (16.1 points above standard). This need is evident across the school and is therefore a schoolwide action. This need is evident at the secondary level and is therefore schoolwide at BOHS and BJH. There is a need to include AVID tutors as part of the AVID program to implement the Tutorial Process which supports students academically through an inquiry-based process. The AVID Tutors support the facilitation of these processes which provide targeted tutoring in the core subject areas. Metrics: 1.2, 1.5, 1.6, 1.7 **Scope:** Schoolwide		
1.27	**Action:** Dual Language Immersion program at Arovista Elementary **Need:**	This action is directed to our Unduplicated Pupils as an effort to increase academic achievement, close the achievement gap, promote bilingualism and bi-literacy, and increase cultural competency. According to Lindholm-Leary (2012), dual language immersion programs have potential to	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based upon the California Dashboard, Arovista's Unduplicated Pupils are significantly underperforming in ELA (Socioeconomically Disadvantaged 31.9 points below standard, English Learners 75.8 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (1.3 points above standard), and in Math (Socioeconomically Disadvantaged 51.7 points below standard, English Learners 91.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (6.2 points below standard). This need is evident across the school and is therefore a school-wide action. Metric 1.2 **Scope:** Schoolwide	improve academic outcomes for English Learners in both English and their second language. Additionally, the use of intentional, high-impact instructional strategies in the target language and English supports meeting the diverse needs of underserved students. (Source: Lindholm-Leary, K. J. (2012). "Success and challenges in dual language education." Theory Into Practice, 51(4), 256-262.)	
1.31	**Action:** AP Reimbursements **Need:** Based upon the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career Preparedness indicator (compared to all students (51.3% prepared.): Socioeconomically Disadvantaged 31.6% prepared English Learners 28.6%	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. By providing AP reimbursements for our Unduplicated Pupils, we will reduce barriers to participation in AP exams. The district is committed to support access to AP exams for unduplicated students by covering the financial cost of the exams. According to Koluri (2018), there is a need to expand AP access to a more diverse student population, including the importance of covering the financial cost of AP exams in order mitigate barriers faced by unduplicated students. (Source: "Advanced	1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additional student groups underperforming on College/Career Preparedness indicator: Students with Disabilities 14.3% Hispanic 32.6% Paying for AP exams is a unique and pressing need for underserved populations—especially foster youth and low-income students—who often face financial barriers that limit their access to these college-preparatory opportunities, which are proven to strengthen college and career readiness. This need is evident at the secondary level and is therefore an action to support high school students. Metric: 1.8 **Scope:** Schoolwide	Placement: The Dual Challenge of Equal Access and Effectiveness" Suneal Kolluri)	
1.34	**Action:** iReady **Need:** Based upon 23-24 iReady Diagnostic #3 data, the district's Unduplicated Pupils are significantly underperforming in Reading (Socioeconomically Disadvantaged 55% At/Above Grade Level, English Learner 29% At/Above Grade Level, Foster Youth 42% At/Above Grade Level) and Math (Socioeconomically Disadvantaged 50% At/Above Grade Level, English Learner 35% At/Above Grade Level, Foster Youth 27% At/Above Grade Level) compared to all students (Reading 68% and Math 64%). This	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA and Math achievement rates. This action supports strategic plans to address Differentiated Assistance. This action is directed at our Unduplicated Pupils due to the gap that exists between significant subgroups and all students. The implementation of 3 iReady diagnostics in Reading and Math throughout the school year provides teachers with actionable student achievement data and develops a personalized learning plan for each student to engage with. Additionally, Unduplicated Pupils benefit from the personalized learning path	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need is evident throughout the district K-8 and is therefore a schoolwide action at all six elementary schools, the junior high school, and the online academy. In order to address the gaps in achievement between Unduplicated Pupils and "All Students", targeted interventions tailored to meet individual student needs are required. The use of an assessment platform that also includes differentiated learning paths for students will support the academic growth of Unduplicated Pupils. Metric: 1.2 **Scope:** Schoolwide	,developed by the program or their teacher, that addresses their individual gaps and needs. Students with Disabilities benefit from the personalized learning plan due to the ability to remediate and advance students based upon their diagnostic data. Additionally, teachers can assign specific lessons within the program to support closing the achievement gap for Students with Disabilities. According to Csapo and Monlar (2019), diagnostic assessments support the personalization of learning, specifically meeting the unique needs of students. Additionally, this data can be utilized as valuable feedback for students and families. (Source: Online Diagnostic Assessment in Support of Personalized Teaching and Learing: The eDia System B. Csapo & G. Molnar 2019)	
1.35	**Action:** Ellevation **Need:** Based upon the California Dashboard, the district's English Learner population is significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard). In the 23-24 school year 16.92% of English Learners met the criteria for reclassification. While there has been an increase in in reclassification rates, there is still a need to	This action is directed at our Unduplicated Pupils due to the achievement gap between English Learners and all students. To facilitate the monitoring of student progress towards reclassification and the required monitoring of Reclassified English Proficient (RFEP) students, the district has identified a need for data software to better monitor student growth. According to Chin (n.d.), close monitoring of language acquisition can improve reclassification rates and have a positive impact on student achievement. (Source: The Effect of English Learner Reclassification by Mark Chin, Harvard University) This is being provided on a LEA-wide basis in order to support data analysis to provide enrichment and intervention for all students.	1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	monitor student progress to increase the reclassification of English Learners prior to them shifting into Long\-Term English Learner (LTEL) status. This need is evident throughout the district which is why it is an LEA-wide action. Metric: 1.3 **Scope:** LEA-wide		
1.37	**Action:** UFLI Reading Program **Need:** Based on the California Dashboard the district's Unduplicated Pupils are significantly underperforming in English Language Arts (Socio Economically Disadvantaged Students 16.2 points below standard, English Learners 13.4 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (29.3 points above or below standard). This need is evident throughout the district which is why it is a schoolwide action at all elementary schools. The implementation of reading intervention is needed to support the development of foundational reading skills in Unduplicated Pupils who have gaps in reading basics. Metrics: 1.2, 1.4	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates. This action supports strategic plans to address Differentiated Assistance. This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. Extra time and support provided by professionals with reading intervention expertise using research based reading support platforms has also been used in the district previously and has been shown to be effective in iReady diagnostic data, specifically in addressing the needs of Unduplicated Pupils through the use of high impact instructional strategies to support foundational literacy skill development. The district believes this action meets this need because reading intervention provided by reading specialists has been shown to be effective in improving ELA and reading scores.	1.2, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	Students with Disabilities benefit from the implementation of a research-based literacy program, that utilizes high impact instructional strategies known to support Students with Disabilities, resulting in increased student achievement and reading proficiency. According to Dr. Timothy Shanahan, a professor emeritus at the University of Illinois at Chicago and an expert in literacy education, has highlighted the effectiveness of pull-out reading support. He states that targeted interventions by trained personnel, such as reading specialists, can significantly improve reading skills in struggling readers (Source: Shanahan, Timothy. "The Effectiveness of Pull-Out Reading Programs.")	
1.39	**Action:** Hegerty Reading Program **Need:** Based on the California Dashboard the district's Unduplicated Pupils are significantly underperforming in English Language Arts (Socio Economically Disadvantaged Students 16.2 points below standard, English Learners 13.4 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (29.3 points above or below standard). This need is evident throughout the district, therefore making it an LEA-wide action. The implementation of reading intervention is needed to support the development of	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities ELA achievement rates. This action supports strategic plans to address Differentiated Assistance. This action is directed at our Unduplicated Pupils in TK-2 due to the gap that exists between some of our significant subgroups and all students. Extra time and support provided by professionals with reading intervention expertise using research based reading support platforms has also been used in the district previously and has been shown to be effective in iReady diagnostic data, specifically in addressing the needs of Unduplicated Pupils through the use of high impact instructional strategies to support foundational literacy skill development.. The district believes this action meets this need	1.2, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	foundational reading skills in Unduplicated Pupils who have gaps in reading basics. Metrics: 1.2, 1.4 **Scope:** Schoolwide	because reading intervention provided by reading specialists has been shown to be effective in improving ELA and reading scores. Students with Disabilities benefit from the implementation of a research-based literacy program, that utilizes high impact instructional strategies known to support Students with Disabilities, resulting in increased student achievement and reading proficiency. According to Dr. Timothy Shanahan, a professor emeritus at the University of Illinois at Chicago and an expert in literacy education, has highlighted the effectiveness of pull-out reading support. He states that targeted interventions by trained personnel, such as reading specialists, can significantly improve reading skills in struggling readers (Source: Shanahan, Timothy. "The Effectiveness of Pull-Out Reading Programs.")	
1.40	**Action:** Continued Expansion of Arovista Elementary Programming- AVID and Dual Language Immersion **Need:** Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. The AVID program supports unduplicated students in the development of 21st century skills and supports college/career readiness through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor). According to Bernhardt (2013), the AVID program has been found to significantly increase college/career readiness for under-served student populations by increasing access to rigorous courses, improving organization and study skills, and engaging in college preparatory activities. Bernhardt found that implementation of AVID develops a college-going school culture and supports with closing the	1.2, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Career Readiness data of subgroups at Brea Canyon High School (All Students, SED). Based upon the California Dashboard, Arovista's Unduplicated Pupils are significantly underperforming in ELA (Socioeconomically Disadvantaged 31.9 points below standard, English Learners 75.8 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (1.3 points above standard), and in Math (Socioeconomically Disadvantaged 51.7 points below standard, English Learners 91.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (6.2 points below standard). This need is evident across the school and is therefore a school-wide action. There is a need to provided targeted support for Unduplicated Pupils in academic strategies that support success in core content areas. Metrics: 1.2, 1.5, 1.6, 1.7 **Scope:** Schoolwide	achievement gap. (Source: Bernhardt, P. E. (2013). "The Advancement Via Individual Determination (AVID) Program and Its Impact on Student Achievement") This action is directed to our Unduplicated Pupils as an effort to increase academic achievement, close the achievement gap, promote bilingualism and bi-literacy, and increase cultural competency. According to Lindholm-Leary (2012), dual language immersion programs have potential to improve academic outcomes for English Learners in both English and their second language. Additionally, the use of intentional, high-impact instructional strategies in the target language and English supports meeting the diverse needs of underserved students. (Source: Lindholm-Leary, K. J. (2012). "Success and challenges in dual language education." Theory Into Practice, 51(4), 256-262.)	
2.4	**Action:** Parent Engagement Activities **Need:** Based on the 23-24 LCAP Survey, there is a need to address engagement with families and	This action is directed at our Unduplicated Pupils due to the gap that exists between their performance and "all students". Increased opportunities for the parents of Unduplicated Pupils to engage with the school will improve their feelings of connectedness and help them support	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	parent participation (10% of Parents/Guardians responded Somewhat Disagree or Strongly Disagree to the statement "Building feels welcoming to students and families" and 15% of Parents/Guardians responded Somewhat Disagree or Strongly Disagree to the statement "Building encourages parent participation").While the level of agreement/disagreement with these statements differs by school site, all schools had participants who indicated dissatisfaction, therefore making it an LEA-wide action. Based on the California Dashboard, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12%	their student's academic progress. The district currently holds Parent Education Webinars throughout the school year, and sites hold their own specific family engagement activities. According to Boonk et al. (2018), there is a positive impact of parent/guardian involvement across demographic groups; however, the strongest impact is with younger students and unduplicated pupils. Parent/guardian involvement is essential to the promotion of academic success and schools should prioritize various forms of family engagement. (Source: Boonk, L., Gijselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). "A Review of the Relationship Between Parental Involvement Indicators and Academic Achievement," Educational Research Review, 24, 10-30.) This is being provided on a LEA-wide basis in order to support the school-home connection for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. There is a need to increase engagement with Unduplicated Pupil students and families in order to improve their feelings of school connectedness and to improve academic outcomes. Metric: 2.6 **Scope:** LEA-wide		
2.5	**Action:** At-Risk Counselor BCHS **Need:** Based on the California Dashboard, Brea Canyon High School's unduplicated students are experiencing increased rates of suspension (Socioeconomically Disadvantaged 1.7%) compared to all students (0.9%). Additionally, the California Dashboard	This action is directed at our unduplicated students due at the BCHS to address poor academic performance and issues that contribute to social and emotional distress. The intervention counselor will provide personalized guidance and interventions tailored to each student's needs. This person will work closely with students to develop effective study habits, time management skills, and coping strategies for managing stress. According to numerous studies the presence of	2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicates a need for action at BCHS in the area of College/Career Readiness for unduplicated pupils (SED). Based on CAASPP data, Brea Canyon High School's unduplicated students are under performing in ELA (Socioeconomically Disadvantaged 31.58% Meet/Exceed Standard; Due to the limited sample size, data on the performance of English Learners and Foster Youth are currently not available.) compared to all students (36.84% Meet/Exceed Standard) and in Math (Socioeconomically Disadvantaged 0.00% Meet/Exceed Standard; Due to the limited sample size, data on the performance of English Learners and Foster Youth are currently not available.) compared to all students (5.26% Meet/Exceed Standard) Data on the California Healthy Kids Survey for secondary students also indicates that our UPP students are more likely to experience depression and anxiety that can impact their academic performance. This action will also assist the district in supporting the college and career aspirations of low income students at Brea Canyon High School. Metrics: 2.2, 2.3, 2.4 **Scope:** Schoolwide	school counselors is associated with significant improvements in student academic performance, behavior, and social-emotional well-being. (Source: Carey, J. C., & Dimmitt, C. (2012). School Counseling and Student Outcomes: Summary of Six Statewide Studies. Professional School Counseling, 16(2), 146-153; Brigman, G., & Campbell, C. (2003). Helping Students Improve Academic Achievement and School Success Behavior. Professional School Counseling, 7(2), 91-98). This Action is being provided to continuation school students which is why it is offered at specific schools.	
2.8	**Action:**	Attendance clerks monitor Unduplicated Pupil attendance records, identify patterns of frequent	2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Elementary Attendance Clerks: Salary and Benefits **Need:** Based on the California Dashboard the district's unduplicated students are more likely to be chronically absent from school (Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites. Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9% SED- 20.9% Falcon Academy of Science and Technology: SED- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5%	absences, communicate with unduplicated student parents and guardians, offer support and resources to improve attendance, collaborate with teachers, counselors, and administrators to develop and implement intervention strategies. Research supports the use of personnel specifically tasked to address chronic absenteeism in schools as a Tier I and Tier II intervention (Source: Annenberg Institute at Brown University. (n.d.). EdResearch for Recovery: Attendance Interventions. Retrieved from https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our Unduplicated Pupil Chronic Absenteeism rate is higher than that of All Students and the percentage of Unduplicated Pupils who feel connected at school is lower than that of All Students. Therefore, staffing is required to monitor attendance as part of the identification of Unduplicated Pupils in need of support and intervention. This need is identified across the district K-6, therefore resulting in a school-wide action at the elementary level. Metric: 2.4 **Scope:** Schoolwide		
2.9	**Action:** Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students **Need:** Data from the 2022-2023 and 2023-2024 California Healthy Kids Survey indicate that the district's Unduplicated Pupils may be more prone to harmful behaviors such as cyberbullying, self-harm, or exposure to inappropriate content. There is a need to put in place monitoring systems to support early identification of students, specifically Unduplicated Pupils, who may be engaging in risky technology behavior in order to provide early intervention.	Early intervention such as these monitoring systems and programs can help staff maintain a safe and distraction-free digital environment in order to address barriers to consistent attendance and to intervene to promote positive behaviors for Unduplicated Pupils. Digital safety programs and software supports student mental health and provides school and student safety measures. Research supports the activities of schools to mitigate harm to students through the use of digital tools (Source: U.S. Department of Health and Human Services. "Digital Citizenship Skills." StopBullying.gov, 27 June 2023, https://www.stopbullying.gov/resources/research-resources/digital-citizenship-skills) This is being provided on a LEA-wide basis in order to provide a safe environment for all students.	2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Metric: 2.2, 2.3, 2.4 **Scope:** LEA-wide		
2.14	**Action:** SI&A Attendance Monitoring Platform: SchoolStatus **Need:** Based on the California Dashboard the district's unduplicated students are more likely to be chronically absent from school (Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites. Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9% SED- 20.9%	The SchoolStatus attendance monitoring platform monitors student attendance and provides real time attendance data for school and district personnel to review in order to spot trends for tardiness and truancy among Unduplicated Pupils so that we can take action before absenteeism becomes chronic. Regular monitoring of student attendance allows staff to provide early intervention, specifically for Students with Disabilities, which then supports student learning. Additionally, honoring students' feelings of connectedness will help us identify areas of improvement in social emotional support to encourage positive attendance. This service should result in improved attendance rates, which translates to increased learning time. (Source: Annenberg Institute at Brown University. (n.d.). EdResearch for Recovery: Attendance Interventions. Retrieved from https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf) This is provided on a LEA-wide basis to monitor attendance of all students in order to provide early intervention for students with irregular attendance.	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Falcon Academy of Science and Technology: SED- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% Our Unduplicated Pupil Chronic Absenteeism rate is higher than that of All Students and the percentage of Unduplicated Pupils who feel connected at school is lower than that of All Students. Therefore, we will monitor attendance and data from the California Healthy Kids Survey to support the identification of Unduplicated Pupils in need of support and intervention. Metric: 2.2, 2.4 **Scope:** LEA-wide		
3.2	**Action:** New Technology Purchases **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard,	This action is directed at our Unduplicated Pupils due to the gap that exists between significant subgroups and "All Students". The district is committed to increasing the meaningful use of technology in the classroom, and home where applicable, to support and enhance student learning and meet the diverse needs of all students, specifically unduplicated students. According to Darling-Hammond, Zielezinski, and Goldman (2014), when implemented with support, technology can be leveraged to improve the educational experiences and achievement of underserved students through the personalization of learning, increased engagement and motivation,	3.2, 3.3, 3.10, 3.11, 3.13, 3.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. New technology purchases will provide devices for check out for Unduplicated Pupils to support learning at home. Historically our Unduplicated Pupils have had inconsistent access to technology when engaging in learning after school hours. This increased access will support their academic achievement in both ELA and Math.	and access to resources. (Source: "Using Technology to Support At-Risk Students' Learning" by Darling-Hammond, Zielezinski, and Goldman) This is being provided on a LEA-wide basis in order to support the implementation of technology to support learning of all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Metric: 3.2, 3.3, 3.10, 3.11, 3.13, 3.14 **Scope:** LEA-wide		
3.4	**Action:** Computer Technicians and Network Specialists **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged	This action is directed at our unduplicated students due to the gap that exists between significant subgroups and all students. The district is committed to increasing the meaningful use of technology in the classroom to support and enhance student learning and meet the diverse needs of all students, specifically Unduplicated Pupils through the use of educational programs and instructional materials focused on meeting their unique educational needs. The Computer Technicians and Network Specialists support in the successful use of technology within the classroom, including the programs that are targeted towards Unduplicated Pupils. According to Darling-Hammond, Zielezinski, and Goldman (2014), when implemented with support, technology can be leveraged to improve the educational experiences and achievement of underserved students through the personalization of learning, increased engagement and motivation, and access to resources. (Source: "Using Technology to Support At-Risk Students' Learning" by Darling-Hammond, Zielezinski, and Goldman) This is being provided on a LEA-wide basis to support technology that is utilized by all students and staff.	3.2, 3.3, 3.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. There is a need to support the use of technology by Unduplicated Students within the classroom in order to maximize the impact of educational programs that address individual student needs. These programs will support in closing the achievement gap between Unduplicated Pupils and "All Students" in ELA and Math. The hiring of Computer Technicians and Network Specialists will support the day to day operations of the technology department, as they support individual classrooms and schools. Metric: 3.2, 3.3, 3.13 **Scope:** LEA-wide		
3.5	**Action:** Elementary Media Technicians **Need:** Based on the California Dashboard, the district's unduplicated students are	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The district is committed to increasing the meaningful use of technology in the classroom to support and enhance student learning and meet the diverse	3.2, 3.3, 3.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12.	needs of all students, specifically Unduplicated Pupils. The Library Media Technicians support in the successful use of technology within the classroom, including the programs that are targeted towards Unduplicated Pupils. According to Darling-Hammond, Zielezinski, and Goldman (2014), when implemented with support, technology can be leveraged to improve the educational experiences and achievement of underserved students through the personalization of learning, increased engagement and motivation, and access to resources. (Source: "Using Technology to Support At-Risk Students' Learning" by Darling-Hammond, Zielezinski, and Goldman) this is being provided on a LEA-wide basis in order to support literacy for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a need to support the use of technology by Unduplicated Students within the classroom in order to maximize the impact of educational programs that address individual student needs. These programs will support in closing the achievement gap between Unduplicated Pupils and "All Students" in ELA and Math. The hiring of Elementary Media Technicians will support the day to day use of technology in the classroom, including the use of specific online programs that support Unduplicated Pupils. Metric: 3.2, 3.3, 3.13 **Scope:** LEA-wide		
3.7	**Action:** APEX Licenses **Need:** Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared). This need is evident at the secondary level and is therefore schoolwide. This need is responsive to the College and Career indicator performance of Brea Canyon High School subgroup (SED). Additionally, the district's Unduplicated Pupils are significantly underperforming in English Language Arts (Socioeconomically	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. The district utilizes APEX in order to provide opportunities for underperforming students, specifically unduplicated students, to recover credits towards graduation. According to Powell, Roberts and Parick (2015), online programs for credit recovery provide students with flexibility and personalized learning opportunities that are essential to supporting at-promise students recover credits towards graduation. If implemented with fidelity, online credit recovery programs can significantly benefit unduplicated students. (Source: "Using Online Learning for Credit Recovery: Getting Back on Track to Graduation" by Allison Powell, Victoria Roberts & Susan Patrick, 2015)	3.3, 3.4, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; ; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. Metric: 3.3, 3.4, 3.6, 3.7 **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.8	**Action:** Independent Studies Program **Need:** Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared). This need is evident at the secondary level and is therefore schoolwide. This need is responsive to the College and Career indicator performance of Brea Canyon High School subgroup (SED). Additionally, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; ; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12.	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. The district offers independent study in order to provide opportunities for underperforming students, specifically unduplicated students, to recover credits towards graduation. According to Powell, Roberts and Parick (2015), online programs for credit recovery provide students with flexibility and personalized learning opportunities that are essential to supporting at-promise students recover credits towards graduation. If implemented with fidelity, online credit recovery programs can significantly benefit unduplicated students. (Source: "Using Online Learning for Credit Recovery: Getting Back on Track to Graduation" by Allison Powell, Victoria Roberts & Susan Patrick, 2015) This is being provided on a LEA-wide basis in order to support the diverse learning needs of all learners.	3.3,3.4, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated Pupils who are significantly behind in credits need the ability to recover credits at an expedited rate in order to graduate on a timeline similar to the "all student" population. Metric: 3.3, 3.4, 3.6, 3.7 **Scope:** LEA-wide		
3.10	**Action:** Instructional Materials for STEM/STEAM activities **Need:** Based on the California Dashboard, the district's demographic groups are significantly underperforming on the CAST (Socioeconomically Disadvantaged 29.43% Meet/Exceed Standard, Students with Disabilities 11.59% Meet/Exceed Standard, Hispanic 31.45% Meet/Exceed Standard, English Learners 9.38% Meet/Exceed Standard, African American 12.50% Meet/Exceed Standard) compared to all students (47.08% Meet/Exceed Standard). Instructional materials to support differentiation and the implementation of Universal Design for Learning are needed in order to address the unique needs of Unduplicated Pupils. This need is evident throughout the district and is therefore an LEA-wide action.	This action is directed at our Unduplicated Pupils due tot he gap that exists between some of our significant subgroups and all students. Hands-on learning experiences rooted in the Next Generation Science Standards (NGSS) provide students with learning engaging learning experiences rooted in 21st century learning skills. According to Jackson et al. (2021), STEM learning increases student engagement and has a positive impact on student achievement for underserved student populations. Historically, these groups have been excluded from STEM engagement and careers, and it is imperative that these students have access to these learning experiences. (Source: Equity-Oriented Conceptual Framework for K-12 STEM Literacy, 2021) This is being provided on a LEA-wide basis in order to support STEM/STEAM learning of all students.	3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Metric: 3.4 **Scope:** LEA-wide		
3.12	**Action:** Online Technology Tools (Edmentum Instructional Program) **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared). This need is evident at the secondary level and is therefore schoolwide. This need is responsive to the College and Career indicator performance of Brea Canyon High School subgroup (SED). Additionally, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; ; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. Students at our online academy require a system that enables them to receive prompt feedback in order to reach grade level standards. Edmentum allows teachers to monitor progress of Unduplicated Pupils and provide early intervention. According to Zielezinski and Darling-Hammond (2016), underserved students benefit from the use of technology for learning through the flexibility of 1:1 devices, programs focused on interactions rooted in higher-level thinking, programs that integrate culturally-relevant practices, and provide opportunities for them to facilitate and guide their own learning. (Source: Promising Practices: A Literature Review of Technology Use by Underserved Students by Zielezinski, M. B. & Darling-Hammond, L.) This is being provided on a LEA-wide basis in order to support the diverse learning needs of all students.	3.3,3.4, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. Metric: 3.3, 3.4, 3.6, 3.7 **Scope:** LEA-wide		
3.13	**Action:** Technology to Support the Core Instructional Program **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared). This need is evident at the secondary level and is therefore schoolwide. This need is responsive to the College and Career indicator performance of Brea Canyon High School subgroup (SED). Additionally, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; ; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and	This action is directed at our Unduplicated Pupils due to the gap that exists between our Unduplicated Pupils and "All Students". A variety of technology-based learning tools are utilized by students to support academic growth by providing grade level support, enrichment and intervention. According to Zielezinski and Darling-Hammond (2016), underserved students benefit from the use of technology for learning through the flexibility of 1:1 devices, programs focused on interactions rooted in higher-level thinking, programs that integrate culturally-relevant practices, and provide opportunities for them to facilitate and guide their own learning. (Source: Promising Practices: A Literature Review of Technology Use by Underserved Students by Zielezinski, M. B. & Darling-Hammond, L.) This is being provided on a LEA-wide basis to support the use of technology to support the learning of all students.	3.3,3.4, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. Due to the disparity in academic achievement rates between Unduplicated Pupils and "All Students", there is a need for targeted online learning platforms and programs to support the learning of Unduplicated Pupils. Metric: 3.3, 3.4, 3.6, 3.7 **Scope:** LEA-wide		
3.14	**Action:** Continued Expansion of Laurel Elementary Career Exploration and Innovation Programming **Need:** Based on the California Dashboard, the district's Unduplicated Pupils are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared). This need is	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. The career exploration program specifically educates students in careers related to the BOUSD Pathways and encourages students to explore career options beginning in Transitional Kindergarten. Career exploration housed at the elementary level will provide students with the opportunity to explore their future early in their education and will later result in increased college and career preparedness for students matriculate through the K-12 system.	3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	evident at the secondary level and is therefore schoolwide. At Laurel Elementary Magnet School the percentage of SED students is 54.6% which demonstrates a need for engaging programs that expose students to the career pathways that help students envision their post-secondary success and future. Metric: 3.7 **Scope:** Schoolwide	According to Oliveira and Araujo (2021), career exploration provides students with opportunities to learn about their own interests and career knowledge in order to provide more meaning to their learning. Additionally, early career education and exposure can positively influence academic motivation and achievement. (Source: Career exploration as a foundation for career developmental learning and academic success in childhood by Oliveira, I. M. & Araujo, A. M.)	
3.15	**Action:** Continued Expansion of Falcon Academy Coding Programming **Need:** Based on the administration of CAASPP, the Falcon Academy's Unduplicated Pupils are significantly underperforming on the CAST (Socioeconomically Disadvantaged 30.77% Meet/Exceed Standard, English Learners 9.38% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (57.98% Meet/Exceed Standard). This need results in a schoolwide action. Metric: 3.4, 3.5, 3.10	This action is directed at our Unduplicated Pupils due to the gap that exists between some of our significant subgroups and all students. Hands-on learning experiences rooted in the Next Generation Science Standards (NGSS) provide students with learning engaging learning experiences rooted in 21st century learning skills. According to Jackson et al. (2021), STEM learning increases student engagement and has a positive impact on student achievement for underserved student populations. Historically, these groups have been excluded from STEM engagement and careers, and it is imperative that these students have access to these learning experiences. (Source: Equity-Oriented Conceptual Framework for K-12 STEM Literacy, 2021)	3.4, 3.5, 3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
4.7	**Action:** Behavior Specialists **Need:** Based on the California Dashboard the district's unduplicated students are more likely to be chronically absent from school (Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites. Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9% SED- 20.9% Falcon Academy of Science and Technology: SED- 22.1%	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students in the area of chronic absenteeism. The district behavior specialists collaborate with site administration and staff to collect and review student data related to barriers to consistent student attendance, develop interventions, and coach staff. According to Codding, Kromminga and Running (2019), behavioral interventions have both immediate and long-term educational benefits and there is a need for broader implementation at schools with unduplicated students. (Source: Codding, R. S., Kromminga, K. R., & Running, K. (2019). Behavioral interventions for academic performance: A summary of the literature. In S. G. Little & A. Akin-Little (Eds.), Behavioral interventions in schools: Evidence-based positive strategies (2nd ed., pp. 143–169). American Psychological Association. https://doi.org/10.1037/0000126-009) This is being provided on a LEA-wide basis in order to support the behavior of all students.	4.1, 4.3, 4.4, 4.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Brea Junior High School: EL- 26.6% SED- 24.5% The 22-23 dropout rate was 6.7% and the California Dashboard indicated that the graduation rate for all students was 93.3%, while the subgroups were lower (Socioeconomically Disadvantaged 93%,) DataQuest indicates that the 22-23 suspension rate for unduplicated pupils (Socioeconomically Disadvantaged 3.8%, Foster Youth 16%, English Learner 4.3%) was higher than that of all students (2.1%). During the 22-23 school year 23 secondary suicide severity screenings were conducted. Starting in 24-25 the district will collect data on the number of screenings conducted for unduplicated students. This need is evident throughout the district, and is therefore an LEA-wide action. Metrics: 4.1, 4.3, 4.4, 4.8 **Scope:** LEA-wide		
4.12	**Action:** Health Assistants at all Elementary and Secondary Sites **Need:** Based on the California Dashboard the district's Unduplicated Pupils are more likely to be chronically absent from school	School health clerks play a vital role in supporting Unduplicated Pupils by ensuring consistent access to essential health services, tracking and managing chronic conditions, and promoting attendance through timely care and communication with families, which helps eliminate health-related barriers to learning. This service should result in improved attendance rates, which	4.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites. Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9% SED- 20.9% Falcon Academy of Science and Technology: SED- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% Our Unduplicated Pupil Chronic Absenteeism rate is higher than that of All Students and the percentage of Unduplicated Pupils who feel connected at school is lower than that of All Students. Therefore, staffing is required as	translates to increased learning time. (Source: Annenberg Institute at Brown University. (n.d.). EdResearch for Recovery: Attendance Interventions. Retrieved from https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf) This is being provided on a LEA-wide basis in order to support the safety and well-being of all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	part of the identification of Unduplicated Pupils in need of support and intervention. Metric: 4.1 **Scope:** LEA-wide		
4.15	**Action:** Staffing for Attendance Interventions **Need:** Based on the California Dashboard the district's Unduplicated Pupils are more likely to be chronically absent from school (Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites. Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9%	BOUSD was identified for Differentiated Assistance in 2024-2025 based upon Students with Disabilities Chronic Absenteeism. In 2025-2026 BOUSD was identified for Differentiated Assistance based upon Long-Term English Learner (LTEL) Chronic Absenteeism. This action supports strategic plans to address Differentiated Assistance. The SchoolStatus attendance monitoring platform monitors student attendance and provides real time attendance data for school and district personnel to review in order to spot trends for tardiness and truancy so that we can take action before absenteeism becomes chronic. The district personnel will include identifying Unduplicated Pupils as a target group, and they will collaborate with site administrators, teachers and families to support positive attendance. This service should result in improved attendance rates, which translates to increased learning time. Students with Disabilities, who sometimes struggle with regular school attendance, will be identified earlier and will allow for intervention prior to absenteeism becoming chronic.	4.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED- 20.9% Falcon Academy of Science and Technology: SED- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% Our Unduplicated Pupil Chronic Absenteeism rate is higher than that of All Students and the percentage of Unduplicated Pupils who feel connected at school is lower than that of All Students. Therefore, staffing is required to monitor attendance as part of the identification of Unduplicated Pupils in need of support and intervention. Metric: 4.1 **Scope:** LEA-wide	This is being provided on a LEA-wide basis in order to support regular school attendance for all students. (Source: Annenberg Institute at Brown University. (n.d.). EdResearch for Recovery: Attendance Interventions. Retrieved from https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf)	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.19	**Action:** Designated and Integrated English Language Development (ELD) Training for Staff	This action is directed at our unduplicated students due to the achievement gap between English Learners and all students. The district utilizes	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Based upon the California Dashboard, the district's English Learner population is significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Learner students in English Language Arts (17.12% Met/Exceed Standard) and Mathematics (26.82% Met/Exceed Standard) compared to all students (English Language Arts 62.96% Met/Exceed Standard and Math 58.03% Met/Exceed Standard). This need is evident throughout the district which is why it is an LEA-wide action. This action will also help us serve our Long Term English Learners (LTEL's). Metrics: 1.2, 1.3 **Scope:** Limited to Unduplicated Student Group(s)	Integrated and Designated English Language Development (ELD) K-12 to support English language acquisition for students identified as English Learners via the English Language Proficiency Assessments for California. According to Saunders and Goldenberg (2010), effective instruction for English Learners includes opportunities for language development and content learning. This includes providing designated time for language development in reading, writing, speaking, and listening in English as well as integrating language into content instruction. In order to support the implementation of Integrated and Designated ELD, on-going professional development is necessary to meet the specific needs of English Learners. Teacher professional developments includes additional strategies and approaches to address the unique needs of Long-Term English Learners. (Source: Saunders, W. M., & Goldenberg, C. N. (2010). Research Summary: What Is Known about Effective Instruction for English Learners Californians Together.)	
1.20	**Action:** Classroom Instructional Aide Paraprofessionals- English Learner Program **Need:** Based upon the California Dashboard, the district's English Learner population is	This action is directed at our unduplicated students due to the achievement gap between English Learners and all students. The district English Learner Master Plan outlines the use of classroom paraprofessionals to provide classroom/student/teacher support throughout the school day in order to support English language	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Learner students in English Language Arts (17.12% Met/Exceed Standard) and Mathematics (26.82% Met/Exceed Standard) compared to all students (English Language Arts 62.96% Met/Exceed Standard and Math 58.03% Met/Exceed Standard). This need is evident throughout the district which is why it is an LEA-wide action. Metrics: 1.2, 1.3 **Scope:** Limited to Unduplicated Student Group(s)	acquisition via Integrated and Designated Instruction. According to Saunders and Goldenberg (2010), effective instruction for English Learners includes opportunities for language development and content learning. This includes providing designated time for language development in reading, writing, speaking, and listening in English as well as integrating language into content instruction. In order to support the implementation of Integrated and Designated ELD, on-going professional development is necessary to meet the specific needs of English Learners. Instructional Aides will use additional specialized approaches to meet the unique needs of Long-Term English Learners. (Source: Saunders, W. M., & Goldenberg, C. N. (2010). Research Summary: What Is Known about Effective Instruction for English Learners? Californians Together.)	
1.21	**Action:** Site English Learner Program Coordinator Stipend **Need:** Based upon the California Dashboard, the district's English Learner population is significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard).	This action is directed at our unduplicated students due to the achievement gap between English Learners and all students. Each school site has an English Learner (EL) Coordinator to facilitate the monitoring of student progress towards reclassification and the required monitoring of Reclassified English Proficient (RFEP) students. According to Chin (n.d.), close monitoring of language acquisition can improve reclassification rates and have a positive impact on student achievement. (Source: The Effect of English Learner Reclassification by Mark Chin, Harvard University)	1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In the 23-24 school year 16.92% of English Learners met the criteria for reclassification. While there has been an increase in in reclassification rates, there is still a need to monitor student progress to increase the reclassification of English Learners prior to them shifting into Long\-Term English Learner (LTEL) status. This need is evident throughout the district which is why it is an LEA-wide action. Metric 1.3 **Scope:** Limited to Unduplicated Student Group(s)		

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

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.

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	67,595,002	$5,611,310	8.301%	0.000%	8.301%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$31,514,176.00	$11,732,925.00	$270,498.00	$670,614.00	$44,188,213.00	$40,605,248.00	$3,582,965.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Fully Credentialed Teaching Staff	All	No			All Schools	ONGOING	$30,952,433.00	$0.00	$24,142,898.00	$6,500,011.00		$309,524.00	$30,952,433.00	
1	1.2	Six Elementary Reading Specialists	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary K-6	ONGOING	$899,304.00	$0.00	$899,304.00				$899,304.00	
1	1.3	College Career Guidance NOCROP Counselor Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High School, Brea Olinda High School, Brea Canyon High school	ONGOING	$157,626.00	$0.00	$157,626.00				$157,626.00	

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
							7-12									
1	1.4	Special Education Program Specialist	Students with Disabilities	No			All Schools	ONGOING	$163,893.00	$0.00	$49,168.00	$114,725.00			$163,893.00	
1	1.5	Three Full Time Instructional Coaches	All	No			All Schools	ONGOING	$397,187.00	$0.00	$255,973.00	$141,214.00			$397,187.00	
1	1.6	Instructional Coach- Falcon Academy of Science and Technology	All	No			Specific Schools: Falcon Academy of Science and Technology TK-6	ONGOING	$148,211.00	$0.00	$148,211.00				$148,211.00	
1	1.7	Instructional Coach- Laurel Elementary Magnet School of Innovation and Career Exploration	All	No			Specific Schools: Laurel Elementary Magnet School of Innovation and Career Exploration TK-6	ONGOING	$184,502.00	$0.00	$94,278.00			$90,224.00	$184,502.00	
1	1.8	Early Childhood Education Coordinator/Specialist	Students with Disabilities Students ages 3-5	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary TK/K	ONGOING	$160,588.00	$0.00	$90,090.00		$70,498.00		$160,588.00	
1	1.9	Certificated PE Staff Salary and Benefits	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Arovista	ONGOING	$694,525.00	$0.00	$694,525.00				$694,525.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary 1-6									
1	**1.10**	Intervention Teacher for Brea Canyon High School (BCHS) Discontinued for 2026-2027						Discontinued								
1	**1.11**	Two Certificated Professional Development Days (Full Day)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$20,000.00	$80,000.00	$100,000.00				$100,000.00	
1	**1.12**	Professional Development for Certificated Teachers	All	No			All Schools	ONGOING	$5,000.00	$45,000.00				$50,000.00	$50,000.00	
1	**1.13**	Teacher Prep Time via Implementation of Elementary PE Program	All	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementar	ONGOING								

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
							y K-6									
1	1.14	Extended Learning/Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$70,000.00	$0.00	$70,000.00				$70,000.00	
1	1.15	Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School 9-12	ONGOING	$68,423.00	$54,384.00	$122,807.00				$122,807.00	
1	1.16	Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High School 7-8	ONGOING	$5,000.00	$30,000.00	$35,000.00				$35,000.00	
1	1.17	Advancement via Individual Determination (AVID) for Arovista Elementary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6	ONGOING	$500.00	$8,000.00	$8,500.00				$8,500.00	
1	1.18	AVID Tutors for BOHS and BJHS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School; Brea Junior High School 7-12	ONGOING	$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.19	Designated and Integrated English Language Development (ELD) Training for Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ONGOING	$1,000.00	$39,000.00	$40,000.00				$40,000.00	
1	1.20	Classroom Instructional Aide Paraprofessionals-English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ONGOING	$244,690.00	$0.00	$244,690.00				$244,690.00	
1	1.21	Site English Learner Program Coordinator Stipend	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	ONGOING	$20,100.00	$0.00	$20,100.00				$20,100.00	

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
					Student Group(s)											
1	**1.22**	English 3D Curriculum	All	No			Specific Schools: Brea Junior High School and Brea Olinda High School Grades 7-12	ONGOING	$0.00	$60,000.00	$60,000.00				$60,000.00	
1	**1.23**	Rosetta Stone Discontinued for 2026-2027						Discontinued								
1	**1.24**	GATE program workshops and extended learning for students	Students with Disabilities GATE- identified Students	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary 4-6	ONGOING	$0.00	$8,000.00	$8,000.00				$8,000.00	
1	**1.25**	GATE Certification Training for Teachers	Students with Disabilities GATE- identified Students	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of	ONGOING	$1,000.00	$10,000.00	$11,000.00				$11,000.00	

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
							Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary 4-6									
1	**1.26**	CoGAT Assessment for GATE identification process	All	No			All Schools Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary 3-6	ONGOING	$0.00	$8,000.00		$8,000.00			$8,000.00	
1	**1.27**	Dual Language Immersion program at Arovista Elementary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6	ONGOING	$807,570.00	$0.00	$807,570.00				$807,570.00	
1	**1.28**	Professional Learning Communities	All	No			All Schools	ONGOING	$4,000.00	$1,000.00	$5,000.00				$5,000.00	
1	**1.29**	Secondary Summer School Discontinued 2025-2026						Discontinued								
1	**1.30**	Extended Learning Opportunities via Child Development Services Summer Camp	All	No			All Schools	ONGOING	$300,000.00	$100,000.00		$200,000.00	$200,000.00		$400,000.00	
1	**1.31**	AP Reimbursements	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Brea Olinda	ONGOING	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	High School 9-12									
1	**1.32**	PSAT Administration- Brea Junior High School, Brea Olinda High School, Brea Canyon High School	All	No			Specific Schools: Brea Junior High School, Brea Olinda High School, Brea Canyon High School 8-11	ONGOING	$0.00	$7,000.00	$7,000.00				$7,000.00	
1	**1.33**	Illuminate	All	No			All Schools	ONGOING	$0.00	$48,000.00	$48,000.00				$48,000.00	
1	**1.34**	iReady	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary, Brea Junior High School K-8	ONGOING	$0.00	$210,000.00	$210,000.00				$210,000.00	
1	**1.35**	Ellevation	English Learners	Yes	LEA-wide	English Learners	All Schools K-12	ONGOING	$0.00	$18,000.00	$18,000.00				$18,000.00	
1	**1.36**	Fountas and Pinnell Reading Intervention System Discontinued 2026-2027						Discontinued								

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	1.37	UFLI Reading Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy, Laurel Elementary Magnet School, Mariposa Elementary, Olinda Elementary K-6	ONGOING	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.38	Sonday Reading Intervention System	Students with Disabilities	No			All Schools	ONGOING	$0.00	$20,000.00				$20,000.00	$20,000.00	
1	1.39	Hegerty Reading Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary	ONGOING	$0.00	$5,500.00	$5,500.00				$5,500.00	
1	1.40	Continued Expansion of Arovista Elementary Programming- AVID and Dual Language Immersion	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6		$5,000.00	$45,000.00	$50,000.00				$50,000.00	
2	2.1	MTSS training and professional development	All	No			All Schools	ONGOING	$2,000.00	$18,000.00		$20,000.00			$20,000.00	
2	2.2	MTSS Interventions and Supports	All	No			All Schools	ONGOING	$0.00	$10,000.00		$10,000.00			$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Junior High Intervention Counselor (Active for 26-27) Discontinued for 2026-2027: High School Interventions/CTE Counselor (BOHS)	All	No			Specific Schools: Brea Junior High 7-8	ONGOING	$121,416.00	$0.00		$121,416.00			$121,416.00	
2	2.4	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$2,000.00	$11,000.00	$13,000.00				$13,000.00	
2	2.5	At-Risk Counselor BCHS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Canyon High School	ONGOING	$160,000.00	$0.00	$160,000.00				$160,000.00	
2	2.6	School Readiness Nurse	All	No			All Schools	ONGOING	$125,000.00	$0.00		$125,000.00			$125,000.00	
2	2.7	Edlio, Qualtrics Discontinued 2026-2027						Discontinued								
2	2.8	Elementary Attendance Clerks: Salary and Benefits	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet of Innovation and Career Exploration; Mariposa Elementary and Olinda Elementary TK-6	ONGOING	$40,000.00	$0.00	$40,000.00				$40,000.00	
2	2.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$0.00	$100,000.00	$100,000.00				$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.10**	Futures Academy Teachers (Secondary 7-12) Discontinued 2026-2027						Discontinued								
2	**2.11**	Social Emotional Supports for Students (Wellness Spaces and Wellness Centers)	All	No			All Schools	ONGOING	$0.00	$6,000.00		$6,000.00			$6,000.00	
2	**2.12**	Elementary School Counselors	All	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary	ONGOING								
2	**2.13**	Secondary School Intervention Counselor at Brea Junior High School	All	No			Specific Schools: Brea Junior High School 7-8	ONGOING	$136,654.00	$0.00		$136,654.00			$136,654.00	
2	**2.14**	SI&A Attendance Monitoring Platform: SchoolStatus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	ONGOING	$0.00	$77,500.00	$77,500.00				$77,500.00	
2	**2.15**	State and Federal Budget Analyst	All	No			All Schools	ONGOING	$134,280.00	$0.00	$21,253.00	$113,027.00			$134,280.00	
2	**2.16**	Social-Emotional Learning Curriculum	All	No			All Schools	ONGOING	$0.00	$60,000.00		$60,000.00			$60,000.00	
2	**2.17**	ThoughtExchange	All	No			All Schools	ONGOING	$0.00	$70,000.00	$70,000.00				$70,000.00	
3	**3.1**	Tech Rep Stipends	All	No			All Schools	ONGOING	$49,612.00	$0.00				$49,612.00	$49,612.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	New Technology Purchases	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$0.00	$330,000.00	$330,000.00				$330,000.00	
3	3.3	Technology Device Refresh	All	No			All Schools	ONGOING	$0.00	$275,000.00	$275,000.00				$275,000.00	
3	3.4	Computer Technicians and Network Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$503,208.00	$0.00	$503,208.00				$503,208.00	
3	3.5	Elementary Media Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	ONGOING	$477,096.00	$0.00	$477,096.00				$477,096.00	
3	3.6	Support for Robotics Programs - Elementary and Secondary	All	No			All Schools	ONGOING	$0.00	$25,000.00		$25,000.00			$25,000.00	
3	3.7	APEX Licenses	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Juniuor High School, Brea Olinda High School 7-12	ONGOING	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.8	Independent Studies Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1-12	ONGOING	$60,000.00	$0.00	$60,000.00				$60,000.00	
3	3.9	Coding Instructional Coach and Career Exploration Instructional Coach	All	No			Specific Schools: Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration TK-6	ONGOING	$30,000.00	$0.00		$30,000.00			$30,000.00	
3	3.10	Instructional Materials for STEM/STEAM activities	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ONGOING	$0.00	$20,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	**3.11**	Online Academy Teacher	All	No			Specific Schools: Brea Online Academy K-6	ONGOING	$154,532.00	$0.00		$154,532.00			$154,532.00	
3	**3.12**	Online Technology Tools (Edmentum Instructional Program)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	**3.13**	Technology to Support the Core Instructional Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	**3.14**	Continued Expansion of Laurel Elementary Career Exploration and Innovation Programming	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Laurel Elementary Magnet School of Innovation and Career Exploration	ONGOING	$10,000.00	$40,000.00	$50,000.00				$50,000.00	
3	**3.15**	Continued Expansion of Falcon Academy Coding Programming	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Falcon Academy of Coding and Robotics	ONGOING	$10,000.00	$40,000.00	$50,000.00				$50,000.00	
4	**4.1**	Elementary School Counselors	All	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda	ONGOING	$750,000.00	$0.00		$750,000.00			$750,000.00	

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
							Elementary, Brea Online Academy TK-6									
4	**4.2**	Brea Canyon High School Counselor	All	No			Specific Schools: Brea Canyon High School 9-12									
4	**4.3**	School Readiness Nurse	All	No			All Schools									
4	**4.4**	SIA Attendance Intervention Program	All	No			All Schools									
4	**4.5**	Social Worker for Secondary Schools	All	No			Specific Schools: Brea Olinda High School	ONGOING	$151,254.00	$0.00				$151,254.00	$151,254.00	
4	**4.6**	Wellness Spaces	All	No			Specific Schools: Laurel Elementary Magnet School of Innovation and Career Exploration & Brea Olinda High School TK-6 & 9-12	ONGOING	$0.00	$2,000.00		$2,000.00			$2,000.00	
4	**4.7**	Behavior Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$170,464.00	$0.00	$170,464.00				$170,464.00	
4	**4.8**	Panorama and California Healthy Kids Surveys	All	No			All Schools	ONGOING	$0.00	$35,000.00	$35,000.00				$35,000.00	
4	**4.9**	PBIS Tier I and Tier II Supports	All	No			All Schools	ONGOING	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	**4.10**	Social Emotional Learning Supports	All	No			All Schools	ONGOING	$0.00	$10,000.00		$10,000.00			$10,000.00	
4	**4.11**	Drug and Alcohol Prevention	All	No			All Schools	ONGOING	$0.00	$10,000.00		$10,000.00			$10,000.00	

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
4	4.12	Health Assistants at all Elementary and Secondary Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$370,000.00	$0.00	$370,000.00				$370,000.00	
4	4.13	Program Specialist	Students with Disabilities	No			All Schools	ONGOING	$179,718.00	$0.00	$56,415.00	$123,303.00			$179,718.00	
4	4.14	Maintenance of Facilities	All	No			All Schools	ONGOING	$1,597,462.00	$1,474,581.00		$3,072,043.00			$3,072,043.00	
4	4.15	Staffing for Attendance Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ONGOING	$40,000.00	$0.00	$40,000.00				$40,000.00	
4	4.16	Futures Academy Support (Aides to support BCHS and BJHS Futures Program) Discontinued 2026-2027						Discontinued								
4	4.17	Infrastructure Improvements to Enhance School Safety Discontinued 2026-2027						Discontinued								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
67,595,002	$5,611,310	8.301%	0.000%	8.301%	$6,086,890.00	0.000%	9.005 %	**Total:**	$6,086,890.00
								LEA-wide Total:	$2,414,268.00
								Limited Total:	$304,790.00
								Schoolwide Total:	$3,367,832.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Six Elementary Reading Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary K-6	$899,304.00	
1	**1.3**	College Career Guidance NOCROP Counselor Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High School, Brea Olinda High School, Brea	$157,626.00	

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 (%)
						Canyon High school 7-12		
1	1.9	Certificated PE Staff Salary and Benefits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary 1-6	$694,525.00	
1	1.11	Two Certificated Professional Development Days (Full Day)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.14	Extended Learning/Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
1	1.15	Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School 9-12	$122,807.00	
1	1.16	Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High School 7-8	$35,000.00	
1	1.17	Advancement via Individual Determination (AVID) for Arovista Elementary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6	$8,500.00	
1	1.18	AVID Tutors for BOHS and BJHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School; Brea	$20,000.00	

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 (%)
						Junior High School 7-12		
1	1.19	Designated and Integrated English Language Development (ELD) Training for Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	
1	1.20	Classroom Instructional Aide Paraprofessionals-English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$244,690.00	
1	1.21	Site English Learner Program Coordinator Stipend	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,100.00	
1	1.27	Dual Language Immersion program at Arovista Elementary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6	$807,570.00	
1	1.31	AP Reimbursements	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School 9-12	$5,000.00	
1	1.34	iReady	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary, Brea Junior High School K-8	$210,000.00	
1	1.35	Ellevation	Yes	LEA-wide	English Learners	All Schools K-12	$18,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.37	UFLI Reading Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy, Laurel Elementary Magnet School, Mariposa Elementary, Olinda Elementary K-6	$2,000.00	
1	1.39	Hegerty Reading Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary	$5,500.00	
1	1.40	Continued Expansion of Arovista Elementary Programming- AVID and Dual Language Immersion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6	$50,000.00	
2	2.4	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	
2	2.5	At-Risk Counselor BCHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Canyon High School	$160,000.00	
2	2.8	Elementary Attendance Clerks: Salary and Benefits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary,	$40,000.00	

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 (%)
						Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet of Innovation and Career Exploration; Mariposa Elementary and Olinda Elementary TK-6		
2	2.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.14	SI&A Attendance Monitoring Platform: SchoolStatus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	$77,500.00	
3	3.2	New Technology Purchases	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$330,000.00	
3	3.4	Computer Technicians and Network Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$503,208.00	
3	3.5	Elementary Media Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	$477,096.00	
3	3.7	APEX Licenses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Juniuor High School, Brea Canyon High School, Brea Olinda High School 7-12	$50,000.00	
3	3.8	Independent Studies Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1-12	$60,000.00	

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 (%)
3	3.10	Instructional Materials for STEM/STEAM activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.12	Online Technology Tools (Edmentum Instructional Program)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.13	Technology to Support the Core Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	3.14	Continued Expansion of Laurel Elementary Career Exploration and Innovation Programming	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Laurel Elementary Magnet School of Innovation and Career Exploration	$50,000.00	
3	3.15	Continued Expansion of Falcon Academy Coding Programming	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Falcon Academy of Coding and Robotics	$50,000.00	
4	4.7	Behavior Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,464.00	
4	4.12	Health Assistants at all Elementary and Secondary Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$370,000.00	
4	4.15	Staffing for Attendance Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$44,096,035.00	$43,895,035.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Fully Credentialed Teaching Staff	No	$30,345,523	$30,207,176
1	**1.2**	Six Elementary Reading Specialists	Yes	$804,127	$836,790
1	**1.3**	College Career Guidance NOCROP Counselor Support	Yes	$157,626	$154,108
1	**1.4**	Special Education Program Specialist	No	$157,103	$148,495
1	**1.5**	Three Full Time Instructional Coaches	No	$371,236	$372,279
1	**1.6**	Instructional Coach- Falcon Academy of Science and Technology	No	$141,204	$139,063
1	**1.7**	Instructional Coach- Laurel Elementary Magnet School of Innovation and Career Exploration	No	$177,161	$175,149
1	**1.8**	Early Childhood Education Coordinator/Specialist	No	$150,619	$154,457
1	**1.9**	Certificated PE Staff Salary and Benefits	Yes	$516,194	$486,216
1	**1.10**	Intervention Teacher for Brea Canyon High School (BCHS)	No	$116,109	$6,405
1	**1.11**	Two Certificated Professional Development Days (Full Day)	Yes	$100,000	$50,218

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	1.12	Professional Development for Certificated Teachers	No	$50,000	$69,909
1	1.13	Teacher Prep Time via Implementation of Elementary PE Program	No	0	0
1	1.14	Extended Learning/Tutoring	Yes	$67,500	$64,058
1	1.15	Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS)	Yes	$114,039	$75,802
1	1.16	Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS)	Yes	$35,000	$33,531
1	1.17	Advancement via Individual Determination (AVID) for Arovista Elementary	Yes	$8,500	$9,105
1	1.18	AVID Tutors for BOHS and BJHS	Yes	$20,000	$3,071
1	1.19	Designated and Integrated English Language Development (ELD) Training for Staff	Yes	$40,000	$41,352
1	1.20	Classroom Instructional Aide Paraprofessionals- English Learner Program	Yes	$209,061	$244,690
1	1.21	Site English Learner Program Coordinator Stipend	Yes	$17,921	$20,100
1	1.22	English 3D Curriculum	No	0	0
1	1.23	Rosetta Stone	No	0	0
1	1.24	GATE program workshops and extended learning for students	No	$10,000	$7,637

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	1.25	GATE Certification Training for Teachers	No	$25,000	$7,325
1	1.26	CoGAT Assessment for GATE identification process	No	$10,000	$7,061
1	1.27	Dual Language Immersion program at Arovista Elementary	Yes	$630,000	$701,278
1	1.28	Professional Learning Communities	No	$5,000	$6,903
1	1.29	Secondary Summer School	No	0	0
1	1.30	Extended Learning Opportunities via Child Development Services Summer Camp	No	$400,000	$498,154
1	1.31	AP Reimbursements	Yes	$5,000	$5,000
1	1.32	PSAT Administration- Brea Junior High School, Brea Olinda High School, Brea Canyon High School	No	$10,000	$6,806
1	1.33	Illuminate	No	$48,000	$51,588
1	1.34	iReady	Yes	$200,000	$211,754
1	1.35	Ellevation	Yes	$14,500	$17,892
1	1.36	Fountas and Pinnell Reading Intervention System	Yes	$50,000	0
1	1.37	UFLI Reading Program	Yes	$2,000	$3,517
1	1.38	Sonday Reading Intervention System	No	$25,000	$14,781

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	1.39	Hegerty Reading Program	Yes	$5,500	$3,125
2	2.1	MTSS training and professional development	No	$50,000	$94,500
2	2.2	MTSS Interventions and Supports	No	$16,278	$11,317
2	2.3	Junior High Intervention Counselor and High School Interventions/CTE Counselor (BOHS)	No	$260,000	$262,817
2	2.4	Parent Engagement Activities	Yes	$13,000	0
2	2.5	At-Risk Counselor BCHS	Yes	$160,000	$155,329
2	2.6	School Readiness Nurse	No	$125,000	$121,612
2	2.7	Edlio, Qualtrics	No	$70,000	$12,375
2	2.8	Elementary Attendance Clerks: Salary and Benefits	Yes	$80,000	$89,449
2	2.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	Yes	$75,000	$102,449
2	2.10	Futures Academy Teachers (Secondary 7-12)	No	$140,000	$116,454
2	2.11	Social Emotional Supports for Students (Wellness Spaces and Wellness Centers)	No	$6,000	0
2	2.12	Elementary School Counselors	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	Secondary School Intervention Counselor at Brea Junior High School	No	$75,782	$124,397
2	2.14	SI&A Attendance Monitoring Platform: SchoolStatus	Yes	$77,500	$77,500
2	2.15	State and Federal Budget Analyst	No	$127,056	$136,377
2	2.16	Social-Emotional Learning Curriculum	No	$60,000	$30,000
3	3.1	Tech Rep Stipends	No	$49,612	$48,720
3	3.2	New Technology Purchases	Yes	$330,000	$166,376
3	3.3	Technology Device Refresh	No	$275,000	$295,000
3	3.4	Computer Technicians and Network Specialists	Yes	$475,000	$496,600
3	3.5	Elementary Media Technicians	Yes	$351,181	$381,930
3	3.6	Support for Robotics Programs - Elementary and Secondary	No	$25,000	$30,555
3	3.7	APEX Licenses	Yes	$30,000	$29,171
3	3.8	Independent Studies Program	Yes	$260,000	$159,013
3	3.9	Coding Instructional Coach and Career Exploration Instructional Coach	No	$30,000	$18,662
3	3.10	Instructional Materials for STEM/STEAM activities	Yes	$20,000	$19,871

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	Online Academy Teacher	No	$135,602	$134,582
3	3.12	Online Technology Tools (Edmentum Instructional Program)	Yes	$30,000	$29,171
3	3.13	Technology to Support the Core Instructional Program	Yes	$35,000	$36,830
3	3.14	Continued Expansion of Laurel Elementary Career Exploration and Innovation Programming	Yes	$50,000	$34,655
3	3.15	Continued Expansion of Falcon Academy Coding Programming	Yes	$50,000	$39,203
4	4.1	Elementary School Counselors	No	$332,393	$713,432
4	4.2	Brea Canyon High School Counselor	No	0	0
4	4.3	School Readiness Nurse	No	0	0
4	4.4	SIA Attendance Intervention Program	No	0	0
4	4.5	Social Worker for Secondary Schools	No	$111,538	$141,296
4	4.6	Wellness Spaces	No	$45,000	0
4	4.7	Behavior Specialists	Yes	$170,464	$166,738
4	4.8	Panorama and California Healthy Kids Surveys	No	$35,000	$32,001

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.9**	PBIS Tier I and Tier II Supports	No	$50,000	$50,827
4	**4.10**	Social Emotional Learning Supports	No	$10,000	$15,500
4	**4.11**	Drug and Alcohol Prevention	No	$10,000	0
4	**4.12**	Health Assistants at all Elementary and Secondary Sites	Yes	$310,000	$273,399
4	**4.13**	Program Specialist	No	$153,103	$169,273
4	**4.14**	Maintenance of Facilities	No	$3,072,043	$3,106,327
4	**4.15**	Staffing for Attendance Interventions	Yes	$100,000	$112,022
4	**4.16**	Futures Academy Support (Aides to support BCHS and BJHS Futures Program)	No	$175,560	$84,246
4	**4.17**	Infrastructure Improvements to Enhance School Safety	No	$1,000,000	$940,264

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,784,621	$5,127,883.00	$5,331,313.00	($203,430.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Six Elementary Reading Specialists	Yes	349,423	$836,790		
1	1.3	College Career Guidance NOCROP Counselor Support	Yes	126,100	$154,108		
1	1.9	Certificated PE Staff Salary and Benefits	Yes	516,194	$486,216		
1	1.11	Two Certificated Professional Development Days (Full Day)	Yes	100,000	$50,218		
1	1.14	Extended Learning/Tutoring	Yes	67,500	$64,058		
1	1.15	Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS)	Yes	114,039	$75,802		
1	1.16	Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS)	Yes	35,000	$33,531		
1	1.17	Advancement via Individual Determination (AVID) for Arovista Elementary	Yes	8,500	$9,105		
1	1.18	AVID Tutors for BOHS and BJHS	Yes	20,000	$3,071		
1	1.19	Designated and Integrated English Language Development (ELD) Training for Staff	Yes	40,000	$41,352		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.20	Classroom Instructional Aide Paraprofessionals- English Learner Program	Yes	209,061	$244,690		
1	1.21	Site English Learner Program Coordinator Stipend	Yes	17,921	$20,100		
1	1.27	Dual Language Immersion program at Arovista Elementary	Yes	630,000	$701,278		
1	1.31	AP Reimbursements	Yes	5,000	$5,000		
1	1.34	iReady	Yes	200,000	$211,754		
1	1.35	Ellevation	Yes	14,500	$17,892		
1	1.36	Fountas and Pinnell Reading Intervention System	Yes	50,000	$0.00		
1	1.37	UFLI Reading Program	Yes	2,000	$3,517		
1	1.39	Hegerty Reading Program	Yes	5,500	$3,125		
2	2.4	Parent Engagement Activities	Yes	13,000	$0.00		
2	2.5	At-Risk Counselor BCHS	Yes	160,000	$155,329		
2	2.8	Elementary Attendance Clerks: Salary and Benefits	Yes	80,000	$89,449		
2	2.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	Yes	75,000	$102,449		
2	2.14	SI&A Attendance Monitoring Platform: SchoolStatus	Yes	77,500	$77,500		
3	3.2	New Technology Purchases	Yes	330,000	$166,376		
3	3.4	Computer Technicians and Network Specialists	Yes	475,000	$496,600		
3	3.5	Elementary Media Technicians	Yes	351,181	$381,930		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.7**	APEX Licenses	Yes	30,000	$29,171		
3	**3.8**	Independent Studies Program	Yes	260,000	$159,013		
3	**3.10**	Instructional Materials for STEM/STEAM activities	Yes	20,000	$19,871		
3	**3.12**	Online Technology Tools (Edmentum Instructional Program)	Yes	30,000	$29,171		
3	**3.13**	Technology to Support the Core Instructional Program	Yes	35,000	$36,830		
3	**3.14**	Continued Expansion of Laurel Elementary Career Exploration and Innovation Programming	Yes	50,000	$34,655		
3	**3.15**	Continued Expansion of Falcon Academy Coding Programming	Yes	50,000	$39,203		
4	**4.7**	Behavior Specialists	Yes	170,464	$166,738		
4	**4.12**	Health Assistants at all Elementary and Secondary Sites	Yes	310,000	$273,399		
4	**4.15**	Staffing for Attendance Interventions	Yes	100,000	$112,022		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$64,982,514	$4,784,621	0.00%	7.363%	$5,331,313.00	0.000%	8.204%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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