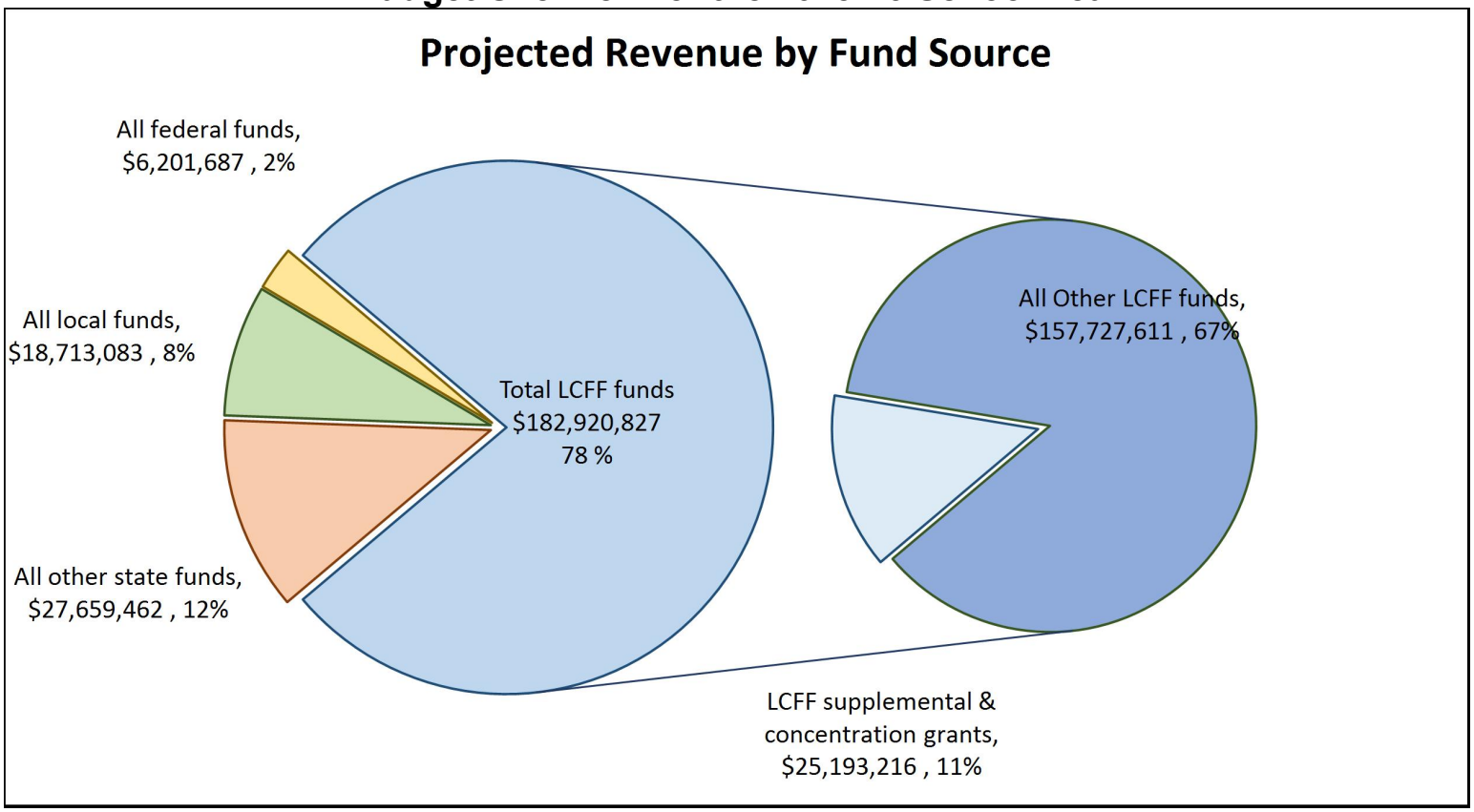
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fullerton Joint Union High School District
CDS Code: 30665140000000
School Year: 2025-26
LEA contact information:
Steve McLaughlin, Ed.D.
Superintendent
smclaughlin@fjuhsd.org
714-870-2801

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

Budget Overview for the 2025-26 School Year

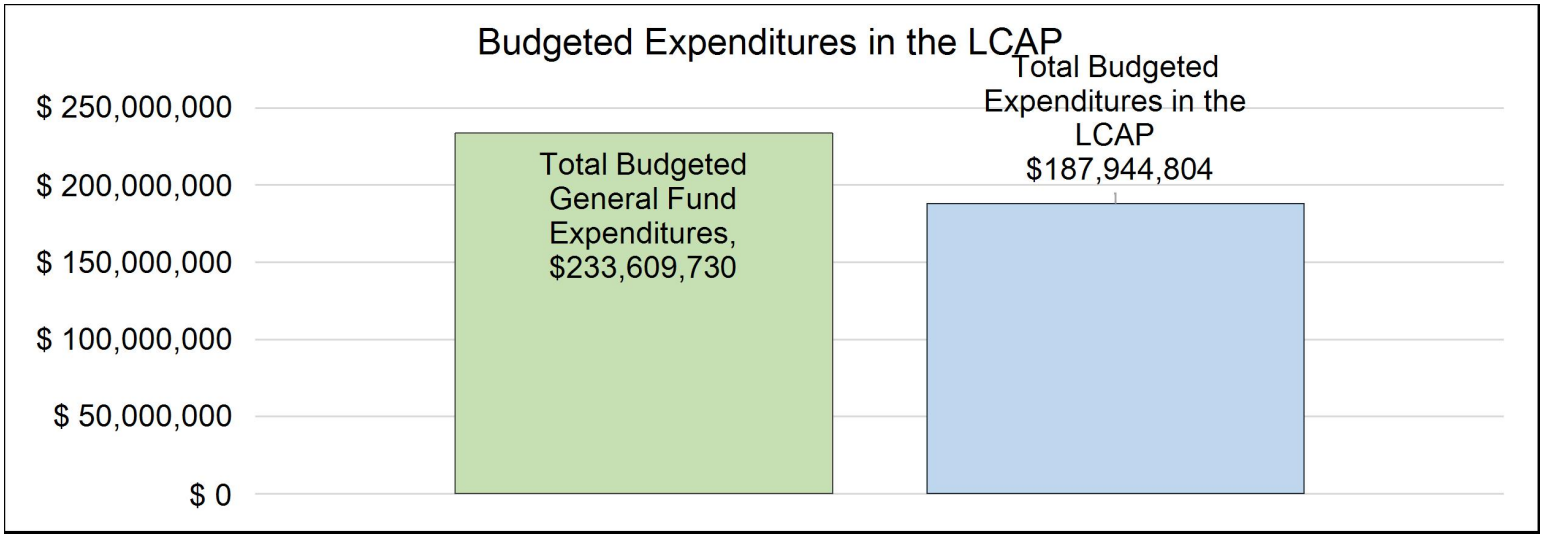


This chart shows the total general purpose revenue Fullerton Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fullerton Joint Union High School District is $235,495,059, of which $182,920,827 is Local Control Funding Formula (LCFF), $27,659,462 is other state funds, $18,713,083 is local funds, and $6,201,687 is federal funds. Of the $182,920,827 in LCFF Funds, $25,193,216 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 Fullerton Joint Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fullerton Joint Union High School District plans to spend $233,609,730 for the 2025-26 school year. Of that amount, $187,944,804 is tied to actions/services in the LCAP and $45,664,926 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

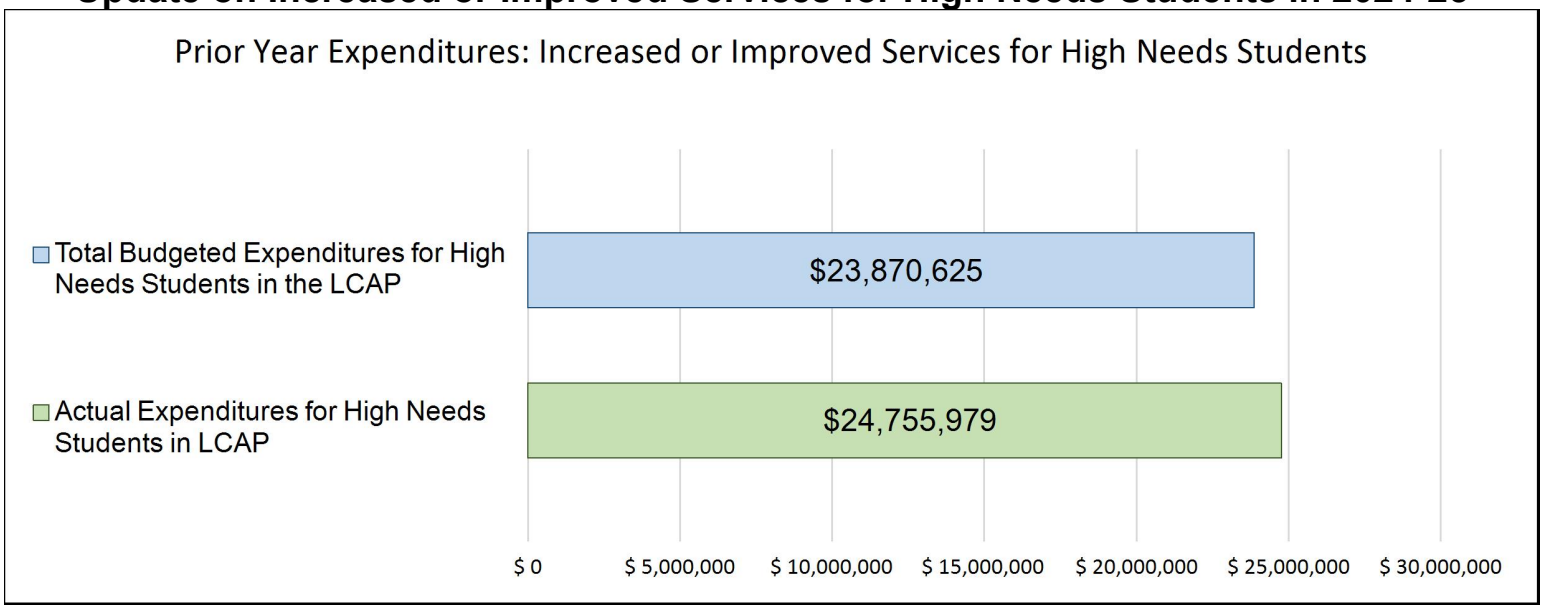
Additional Certificated and Classified staffing, utilities, routine maintenance, discretionary facilities projects and upgrades, and school site discretionary funds.

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

In 2025-26, Fullerton Joint Union High School District is projecting it will receive $25,193,216 based on the enrollment of foster youth, English learner, and low-income students. Fullerton Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fullerton Joint Union High School District plans to spend $25,994,910 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Fullerton Joint Union High School District's LCAP budgeted $23,870,625.00 for planned actions to increase or improve services for high needs students. Fullerton Joint Union High School District actually spent $24,755,979.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fullerton Joint Union High School District	Steve McLaughlin, Ed.D. Superintendent	smclaughlin@fjuhsd.org 714-870-2801

Plan Summary [2025-26]

General Information

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

The Fullerton Joint Union High School District (FJUHSD) was organized in 1893 and serves grades 9–12. It serves a fifty-square-mile area that includes the elementary districts of Buena Park, Fullerton, La Habra, and Lowell Joint. Six four-year comprehensive high schools are operated by the District—Buena Park High School (BPHS), Fullerton Union High School (FUHS), La Habra High School (LHHS), Sonora High School (SOHS), Sunny Hills High School (SHHS), and Troy High School (TRHS). La Vista High School (LVHS), a continuation high school, and La Sierra High School (LSHS), an alternative high school, also serve FJUHSD students. The District's school year consists of 180 instructional days of 372 minutes each. A comprehensive summer school program is offered each year.

The District serves a varied ethnic and socioeconomic population of families that includes a majority population of Hispanic students, followed by students identified as White, then Asian, then African American, or mixed race, and smaller populations of Pacific Islander and Native American students. FJUHSD is committed to providing equitable opportunities and outcomes for all students, with a particular focus on improving access, achievement, and support systems for English Learners (EL), Students with Disabilities (SWD), Foster Youth, Homeless Youth, and socioeconomically disadvantaged students.

As of the 2023–24 school year, the District serves approximately 12,470 students, reflecting a continued trend of declining enrollment over the past several years. Enrollment was approximately13,695 students during the 2018/19 school year. This decline is consistent with regional and statewide demographic shifts and has impacted long-term planning, staffing, course offerings, and school capacity utilization. The District continues to respond to this trend through ongoing evaluations of academic programming, boundary studies, and resource alignment to meet student needs.

FJUHSD students complete a rigorous course of study leading to graduation, with required and elective courses in English Language Arts (4 years), math (3 years), science (2 years), social science (3 years), visual and performing arts or world languages or CTE (1 year), PE (2 years), Health (1 quarter), and electives (75 units). Many students take rigorous Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses for potential college credit. The District continues to prioritize access to college and career pathways, including CTE pathways, AVID, and dual enrollment opportunities.

The District employs approximately 600 certificated employees and over 400 classified employees, represented by the Fullerton Secondary Teachers Organization (FSTO) and California School Employees Association (CSEA) Chapter 82, respectively. A strong partnership with staff, families, higher education institutions, and the business community supports a broad array of academic and co-curricular opportunities.

FJUHSD also provides a comprehensive support system for students requiring additional assistance. The AVID program continues to expand, supporting first-generation college-bound students, many of whom are from historically underserved populations. Students are further supported through a robust Multi-Tiered System of Support (MTSS), district-wide wellness centers, on-campus mental health professionals, and intervention teachers and TOSAs focused on early identification of academic and behavioral needs.

During the 2023–24 school year, the District continued to monitor progress on key indicators aligned with the California Dashboard. The overall district graduation rate increased to 94%, while the dropout rate declined to 3.5%, both trends that exceed county and state averages. Increases in graduation rates were especially notable among students attending La Sierra and La Vista High Schools, although persistent performance gaps remain for Students with Disabilities, Homeless, and Foster Youth.

Chronic absenteeism decreased from 17% to 15% in 2023–24, though rates remain elevated among certain subgroups. Suspension rates declined overall across the District—from 680 incidents in 2022–23 to 506 in 2023–24—with specific improvements among English Learners and SWD. However, suspension rates for Homeless students increased slightly and remain a focus of Goal 3. The District also experienced an increase in expulsions from 11 to 23 in 2023–24. Additionally, the District has experienced a decrease in the percent of Homeless/Foster, as indicated on the State Dashboard at our Continuation HS and will continue to be addressed in Goal 4

In terms of academic achievement, the most recent state testing data from 2023–24 showed:

- 67% of 11th grade students met or exceeded standards in English Language Arts
- 44% met or exceeded standards in Math
- 42% met or exceeded standards in Science

These outcomes place FJUHSD students above the county and state averages in all tested areas. However, performance gaps persist for SWD, ELs, and Homeless students on all three tests. The District continues to address these disparities through targeted interventions and aligned resource investments.

La Vista High School was identified for additional support through the Equity Multiplier due to its high rates of poverty and student mobility.

The school continues to implement focused strategies to stabilize enrollment, increase academic engagement, and boost graduation outcomes. Additionally, La Vista has created the Attendance Behavior and Counseling (ABC+) program, designed to provide wrap around services tailored to meet our at-promise students' unique needs.

Overall, the District continues to emphasize data-informed decision-making through the consistent use of the districtwide data protocol, professional learning communities (PLCs), and school-level data cycles. District and site leaders are supported in developing high-leverage strategies to improve student outcomes across all groups, particularly those historically underserved.

Reflections: Annual Performance

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

The Fullerton Joint Union High School District (FJUHSD) continues to use multiple indicators to reflect on progress toward achieving its goals as outlined in the Local Control and Accountability Plan (LCAP). These include performance metrics from the California School Dashboard, local assessment systems, course completion data, school climate data, and feedback from students, families, and staff. The District remains committed to identifying areas of success and growth to inform ongoing improvement efforts.

FJUHSD Comprehensive Needs Assessment:

In 2023–24, FJUHSD maintained its strong academic reputation while also making improvements in areas identified for growth in the previous year. The District’s overall graduation rate increased to 94%, reflecting successful implementation of academic supports, including expanded credit recovery, tutoring, and academic intervention programs. This increase builds on the 93% graduation rate in 2022–23 and demonstrates continued momentum.

Graduation rate gains were especially significant at alternative schools:

- La Sierra High School (All students): increased from 39% to 70%
- La Sierra Low-Income (LI) students: increased from 30% to 65%
- La Vista English Learners (EL): maintained at 62% (from 63.3%)
- La Vista Homeless students: decreased from 64.1% to 52%

These outcomes suggest that while supports have positively impacted several high-needs groups, additional focus is needed to address persistent gaps for Homeless youth, Foster Youth, and English Learners, especially at alternative schools.

The dropout rate decreased to 3.5% in 2023–24, improving from 4% the previous year. This reduction reflects the District’s ongoing investment in early identification of at-risk students, use of real-time academic data, and wraparound services including mental health supports and case management.

Academic achievement also continues to trend upward. According to the 2023 CAASPP FJUHSD students performed at the following levels:

- 67% of FJUHSD 11th graders met or exceeded standards in English Language Arts (ELA)
- 44% met or exceeded standards in Math
- 42% met or exceeded standards in Science (CAST)

Subgroup disparities:

- EL: ELA 11%, Math 5%
- SWD: ELA 16%, Math 8%
- Homeless students: ELA 31%, Math 17%
- Low-Income students: ELA 58%, Math 31%

Performance gaps persist for English Learners, Foster Youth, Homeless students, and Students with Disabilities, necessitating strategic interventions using Read 180, Lexia, Math 180, and dedicated ELD blocks.

These scores continue to exceed both state and county averages. Performance improvements were noted for students identifying as Hispanic, White, Asian, and socioeconomically disadvantaged, as well as for students reclassified as fluent English proficient (RFEP). However, English Learners, Foster Youth, Homeless students, and Students with Disabilities remain below proficiency targets. These student groups are receiving additional academic support through focused MTSS interventions, small group instruction, and access to Read 180, Math 180, and Lexia Core5.

Suspension data showed a significant reduction districtwide:

- Suspensions for all students decreased from 680 (2022–23) to 506 (2023–24)
- EL suspensions: decreased from 162 to 121
- SWD suspensions: decreased from 144 to 128

Homeless suspensions (districtwide): remained elevated at 39

At the site level:

- Buena Park High School (BPHS): Suspension rates stayed the same at 150, but African American suspensions decreased from 6 to 4. Hispanic and Homeless Youth suspensions increased by 2
- La Habra High School (LHHS): Overall suspensions decreased from 143 to 75. EL suspensions dropped sharply from 25 to 5, SWD from 50 to 26, Homeless Youth suspensions increased from 0 to 2
- La Vista High School (LVHS): LI student suspensions decreased from 57 to 30, Hispanic from 56 to 25
- La Sierra High School (LSHS): Suspensions are down sharply for our Homeless Youth, but our ELs increased by 2 and Students with Disabilities increased by 1

- Fullerton High School (FUHSD): Suspensions were down in all areas from 89 to 77, except in the area of Students With Disabilities where these increased from 13 to 21
- Sonora High School (SOHS): Suspension sharply decreased from 107 to 64. Suspensions of Students With Disabilities increased by 2 and African American Students by 1
- Sunny Hills High School (SHHS): Decreased suspension in all areas from 80 to 57
- Troy High School (TYHS): Increased from 35 suspensions to 42 overall, there was an increase in Low Income students, Hispanic, and English Learners

While the District met its suspension reduction targets overall, key subgroups (particularly Homeless students) require continued intervention. The District is closely monitoring this trend in alignment with restorative practices and site-level discipline review processes.

School climate metrics remain a strong area of focus. The overall attendance rate declined slightly from 95% to 94%, while chronic absenteeism improved from 17% to 15%. Efforts to reduce absenteeism include outreach from site attendance teams, wellness check-ins, home visits, and academic recovery plans. These strategies are being implemented with an equity lens to ensure barriers to attendance are addressed for the most impacted student groups.

To support career readiness, the District began tracking student engagement in work-based learning, internships, and industry certifications during the 2023–24 school year. In 2024–25, FJUHSD will place a particular emphasis on expanding access for Students with Disabilities and English Learners. Similarly, a continued focus will be placed on monitoring and increasing opportunities for student involvement in extracurriculars, including sports, clubs, and performance activities to strengthen school connectedness.

FJUHSD has identified the following student groups and schools that received the lowest performance level on the 2023 California School Dashboard:

- The District overall is in Year 1 of Differentiated Assistance based on performance of English Learners, Homeless Youth, and Students with Disabilities.
- Schools identified for Target Support and Improvement (TSI): La Sierra High School and La Vista High School (Graduation Rate).
- Schools identified for Target Support and Improvement (TSI): Fullerton Union High School
- Schools and student groups in RED on state indicators include:
- Buena Park High: EL (ELA), Homeless and African American (Suspension), SWD (Graduation).
- Fullerton Union High: SWD (ELA and Math), EL and SWD (College/Career).
- La Habra High: EL and SWD (Suspension).
- La Sierra High: EL, SED, Hispanic (Graduation).
- La Vista High: EL (Math, ELPI), Homeless (Graduation and Suspension), SED and Hispanic (Graduation), All groups (College/Career).
- Sonora, Sunny Hills, and Troy High Schools: SWD (College/Career and/or Suspension).

Stakeholders Input:
- 23 focus groups with students, staff, and parents:
- District Advisory Committee (DAC)

- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committees (ELAC)
- Annual LCAP surveys.

Key stakeholder themes included:
- Need for earlier academic and behavioral interventions.
- Challenges accessing counselors for academic and post-secondary planning.
- Perceptions of disorganization and inconsistent communication between school staff and families.
- Suggestions for more targeted support for English Learners and better marketing and accessibility of tutoring services
- Priority student groups most impacted: EL, SWD, Homeless, Foster Youth, and Low-Income students.

Specific needs include:
- Targeted academic supports
- More robust wellness and SEL infrastructure
- Earlier intervention systems
- Enhanced access to counselors and career guidance

Finally, the District continued to refine and expand its use of the districtwide data protocol in Professional Learning Communities (PLCs) to promote consistent reflection and action around student learning. This includes formative assessment review, progress monitoring, and Tier 2 intervention planning. All schools are on track to meet the LCAP goal of using the data protocol at least six times annually.

This needs assessment directly informs the district's Learning Recovery Plan and the use of LREBG funds. The plan:

- Aligns funding with identified needs (e.g., increased wellness staff, tutoring access, credit recovery, targeted EL supports).
- Establishes metrics for measuring progress:
- CAASPP/ELPAC/NWEA results
- Chronic absenteeism and engagement indicators
- Graduation and A–G completion rates
- Student and parent feedback and wellness survey results

2022/23 Data - LCAP Lowest Performing Schools :

Districtwide:
Suspension Rate: EL, Homeless, and SWD.
College Career Indicator (CCI): SWD

BPHS:

SBAC ELA: EL
All Students: English Learner Performance Indicator (ELPI)
Suspension Rate: Homeless and African American Students
CCI: SWD

FUHS:
SBAC ELA & Math: SWD
CCI: EL, SWD

LHHS:
Suspension Rate: EL, SWD
CCI: SWD

LSHS:
Graduation Rate: All Students, EL, SED, HI
CCI: SED, HI

LVHS:
SBAC Math: EL
Grad Rate: EL, Hom
Suspension Rate: Hom, SED, HI
CCI: All students, EL, Hom, SED, SWD, HI

SOHS:
SBAC ELA: EL, SWD
Grad Rate: SWD

SHHS:
SBAC ELA: SWD
CCI: SWD

TRHS:
Grad Rate: SWD
CCI: SWD

Learning Recovery and Emergency Block Grant

All unexpected LREBG-funded actions will be reported and monitored through the LCAP and are aligned with the priorities and input gathered during this needs assessment process. Funds planned for use during the 2025/26 school year have been articulated within the

LCAP plan.

The FJUHSD needs assessment substantiated findings from the 2024 Dashboard related to graduation rates, A-G rates, College and Career Readiness, and suspensions. A review of state and local data indicates significant support is needed among SED and Homeless Students. Based on this, Goals and Actions 1.3, 1.7, 1.9 and 2.3 directly address these needs, supporting teachers and creating consistency in student education programs, providing accessible supports and intervention to support students in building resilience, developing strategies that support academic engagement, and preparation and planning for post secondary needs. These actions align to allowable uses of funds in the areas of college and career readiness and providing professional development on the Mathematical and English frameworks.

Reflections: Technical Assistance

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

Differentiated Assistance Team – 2024–25 (Homeless/Foster Youth Focus)
The following team was assembled to guide analysis and implement aligned supports:

Name Title/Department

- Joshua Porter Director, Education and Assessment
- Melissa Freeman Coordinator, Educational Services
- Allen Whitten Director, Student Support Services
- Katie Wright Coordinator, Educational Services
- Sandy Layana Principal, La Vista / La Sierra High
- Paul Valerio Director, Special Education
- Sylvia Kaufman Assistant Superintendent, Ed Services
- Miyoko Itokazu Coordinator, Special Education

The Fullerton Joint Union High School District (FJUHSD) continues to engage in California's System of Support and was identified for Differentiated Assistance (DA) in the 2024 Dashboard cycle based on performance indicators for Homeless Youth in the areas of:

- English Language Arts (Academic Performance on State Assessment)
- Mathematics (Academic Performance on State Assessment)
- Graduation Rate

At the same time, the District's previously identified Differentiated Assistance area—Students with Disabilities (SWD)—was reclassified as Progress Monitoring, reflecting sustained progress in graduation, behavior, and college/career readiness. This progress is attributed to targeted LCAP actions and strengthened systems of support.

Improvement in Support for Students with Disabilities (SWD)

In 2023, FJUHSD was identified for Differentiated Assistance (DA) for two critical metrics for SWD:

- A College and Career Indicator (CCI) "Prepared" rate of only 8.6%
- A Suspension Rate of 8.9% for SWD, well above the district average

These indicators reflected systemic access barriers related to A–G completion, CTE engagement, dual enrollment, and postsecondary pathway readiness, as well as ongoing behavior concerns. In response, the District activated several cross-goal strategies outlined in the LCAP, specifically:

- Goal 1.1, 1.2, and 1.9, which increase access to rigorous coursework, interventions, and personalized college/career planning for SWD
- Goal 3.1, 3.3, 3.5, and 3.6, which address behavioral supports, early identification, and embedded mental health services

Targeted actions included:

- Implementing credit monitoring systems aligned with CCI elements
- Launching work-based learning and industry certification access for SWD (Goal 1.9)
- Offering a Career and Transition course at La Sierra High School
- Expanding use of wellness centers and school-based social-emotional supports (Goal 3.6)

As a result, SWD suspension incidents fell from 144 to 128 in 2023–24, and access to CCI-qualifying coursework (dual enrollment, CTE, internships) increased across sites. La Habra and Buena Park High Schools, where suspensions were previously concentrated, each showed marked improvement—La Habra SWD suspensions dropped from 50 to 26.

These sustained improvements led to FJUHSD's reclassification from active Differentiated Assistance to Progress Monitoring Status, reflecting both growth and systemwide changes.

New DA Focus: Homeless Youth – Academic and Engagement Concerns

The 2024 DA identification for Homeless Youth was driven by the following Dashboard indicators:

- Declining graduation rates, especially at continuation and alternative schools (e.g., La Vista HS dropped from 64.1% to 52%)
- Low academic performance in ELA and Math, as measured by CAASPP
- Ongoing challenges in suspension and chronic absenteeism rates

These results highlight the need for urgent action across multiple systems, including:

- Instructional support and credit recovery (Goal 1.1, 1.2)
- Mental health and social-emotional support (Goal 3.6)

- Engagement through school connectedness and family liaison outreach (Goal 3.2, 3.3, 3.4)

This cross-departmental team is conducting deep root cause analysis and aligning actions across the LCAP and site plans.

Integrated System Response and LCAP Connections
The District's ongoing DA efforts are intentionally aligned with existing LCAP goals and actions, including:

To Improve Graduation, Academic Achievement, and CCI for SWD:

- Goal 1.1: Access to standards-aligned, rigorous instruction
- Goal 1.2: Academic intervention and support
- Goal 1.9: College/career planning and work-based learning for underrepresented groups

To Reduce Suspensions and Support Behavioral Engagement for High-Need Students (SWD, Homeless, EL, LI):

- Goal 3.1: Positive school climate and behavior support systems
- Goal 3.2: SEL, wellness, and embedded mental health services
- Goal 3.4: Early warning systems and MTSS interventions
- Goal 3.6: Equity-focused resource allocation and program monitoring

To Increase Engagement of Families of Homeless Youth and Foster Youth:

- Goal 3.3: Culturally responsive family engagement and liaison support

As the District continues implementation in 2025–26, it will continue to prioritize equity-focused strategies that scale lessons learned from SWD improvement across additional underserved student groups.

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
24/25 District Advisory Committee (DAC) - 5 meetings - 69 Participants All schools sites represented Parents - 15 Students - 9 (all grade levels) California School Employees Association (CSEA) representatives - 13 Fullerton Secondary Teachers Organization (FSTO) representatives - 14 Community Members - 2 Special Education Local Plan Area (SELPA) Administration - 1 School and District Administration - 16 DELAC - 21 EL parents representing each District school (including some who have students with disabilities) Equity Multiplier Funds for La Vista High School (Year 1: $663,030 - certified February 20, 2024) (Year 2: $847,964 - certified February 20, 2025) Educational partner engagement in developing the required focus goal (goal 4) Pam Apolinar - Teacher Al Rabanera - Teacher	LCAP Survey: Sent to ALL parents, students, & staff (Spanish and Korean) 2022/23 School Year: # Staff Responses: 602 # Parent Responses: 1362 # Student Responses: 9059 Total Responses: 11,023 2023/24 School Year: # Staff Responses: 613 # Parent Responses: 872 # Student Responses: 7089 Total Responses: 8,574 2024/25 School Year: # Staff Responses: 571 # Parent Responses: 672 # Student Responses: 7134 Total Responses: 8,377 District Advisory Committee (DAC): Representatives from all educational partners at each school (parents, students, teachers, classified staff, community members, and administrators) 2023/24 School Year:

Educational Partner(s)	Process for Engagement
Jim Yee - Teacher Nick Brown - Student Briana Cabrera - Student Tamara Babarovic - Teacher Kate Gibson - Teacher Lisa Valdes - Teacher Alma Pulgarin - EL Family Liaison Sandi Layana - Principal Dennia Reyes - Secretary Laura Medina - Counselor Maria Castro - Counselor Jina Iglesias - Teacher Tracy Fenstermaker - Teacher Fred Carr - Assistant Principal	73 participants 5 meetings: October 26, 2023; November 30, 2023; January 25, 2024; February 22, 2024, May 29, 2024 2024/25 School Year: 69 participants 5 meetings: October 30, 2024; November 19, 2024; January 29, 2025; February 27, 2025, May, 2025 District English Learner Advisory Committee (DELAC): Parent representatives from each School's ELAC 2023/24 School Year: 22 participants 4 meetings: October 24, 2023; December 19, 2023; January 30, 2024, April 30, 2024 2024/25 School Year: 21 participants 4 meetings: September 24, 2024; October 29, 2024; January 28, 2025; February 25, 2025; April 29, 2025 Annual Focus Groups: Three meetings at each school with approximately 8 representatives from each of the three key educational partners (parents, students, and staff) Meetings throughout January and February Eighteen meetings (three per site) with approximately 105 participants Annual OCDE Input and Reviews - April & May Equity Multiplier Educational Partner Engagement: Annual District staff held consultation meetings with the sixteen (16) listed staff members and students to develop the goal, metrics, and actions related to Equity Multiplier funds:: 2023/24: 4/19/24 and 4/24/24 2024/25: 4/22/25

Educational Partner(s)	Process for Engagement

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

Summary feedback from data reviews and educational partners:

- Early warning systems to support students at risk of failing (Ellevation Data Platform)
- Continue to enhance and support the health and safety program
- Emphasize support to EL and SWD to improve ELA and math scores on SBAC
- Enhance student support/guidance: College Career Guidance Initiative (CCGI)
- Emphasize college/career readiness (CCI on the Dashboard): increase CTE Pathway completion rates, A-G Completion, increase and monitor Internships/Pre-Apprenticeships
- Increased training for EL Parents on EL programs, RFEP, Seal of Biliteracy, etc. (ELAC)
- Provide more opportunities for students to get connected to their school community

Equity Multiplier educational partner input resulted in an action item in the LCAP under goal 4:
Enhanced ABC program that will provide more structure, support, and resources including daily tier III wellness support, IEP support where needed, and wrap-around services

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, reading and writing fluency, technology fluency, and the other twenty-first century skills.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal reflects the values of the District as described in the Priorities of the Board of Trustees. It also reflects two of the eight state priorities; priority four - Pupil Achievement and priority eight - Other Pupil Outcomes. Finally, it reflects the values and priorities of the various stakeholder groups including students, parents, teachers, support staff members, community members, and administration.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Performance and Progress on the percentage of 11th-grade students meeting/exceeding English Language Arts (ELA), math, and science. Specific focus on improving ELA for SWD at FUHS, SOHS, and SHHS.	2022/23 Districtwide: ELA 67% all students Math 44% all students Science 42% all students ELA for SWD 16% ELA for EL 11% Math for SWD 8% Math for EL 5% ELA for SWD: FUHS - 18% SOHS - 30%	2023/24 Districtwide: ELA - 66% (-1%) all students MATH - 43% (-1%) all students SCIENCE - 42% (0%) all students ELA SWD - 16% (0%) ELA EL - 9% (-2%) MATH SWD - 5% (-3%)		2025/26 Districtwide: ELA 72% all students Math 49 % all students Science 47% all students ELA for SWD 20% ELA for EL 15% Math for SWD 13% Math for EL 10%	ELA: -1% all students MATH: -1% all students SCIENCE:0% all students ELA SWD: 0% ELA EL: -2% MATH SWD: -3% MATH EL: 0% ELA for SWD: FUHS: +10.5% SOHS: +1% SHHS: +9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Specific focus on improving ELA for EL at BPHS and SOHS. Additionally, focus on improving math results for SWD and EL district-wide and specifically at FUHS, and LVHS as indicated on the California School Dashboard. This metric specifically addresses the "red" indicator for ELA on the 2023 Dashboard for BPHS, FUHS, SOHS, SHHS, and LVHS in the student groups listed above. This metric specifically addresses the "red" indicator for Math on the 2023 Dashboard for FUHS and LVHS in the student groups listed above.	SHHS - 13% ELA for EL: BPHS - 6% LVHS - 0% Math for EL: FUHS - 3% LVHS - 0%	MATH EL - 5% (0%) ELA for SWD: FUHS - 28.5% (+10.5%) SOHS - 29% (+1%) SHHS - 22% (+9) ELA for EL: BPHS - 3% (+3%) LVHS - 3% (+3%) Math for EL: FUHS - 2% (+1%) LVHS - 1.5% (+1.5%)		ELA for SWD: FUHS - 23% SOHS - 35% SHHS - 18% ELA for EL BPHS - 16% LVHS - 5% Math for SWD: FUHS - 8% LVHS - 5%	ELA for EL: BPHS: +3% LVHS: +3% Math for EL: FUHS: +1% LVHS:+1.5%
1.2	UC/CSU “a-g” completion % rates Districtwide for all students and focus attention on SWD to increase the CCI on the	2022/23 Districtwide: All Students 56% SWD - 14%	2023/2024 Districtwide: All Students 55% (-1%) SWD - 15% (+1%)		2025/26 Districtwide: All Students - 60% SWD - 19%	2023/2024 Districtwide: All Students: -1% SWD: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard. Specific focus on improving "A-G" completion % rates at the following schools and student groups: BPHS: SWD FUHS: SWD EL LHHS: SWD LSHS: LI Hispanic LVHS: All Students EL HY LI SWD Hispanic White SHHS: SWD TRHS: SWD	BPHS: SWD - 9% FUHS: SWD - 17% EL - 16% LHHS: SWD - 19% LSHS: LI - 8% Hispanic - 20% LVHS: All Students - 0% EL - 0% HY - 0% LI - 0% SWD - 0% Hispanic - 0% White - 0% SHHS: SWD - 6% TRHS: SWD - 17% *Data sourced from DataQuest 2022-23 Four-Year Adjusted Cohort Graduation Rate - Data Display Option "Percents" rounded to	BPHS: SWD - 12% (+3%) FUHS: SWD - 13% (-4%) EL - 19% (+3%) LHHS: SWD - 14% (-5%) LSHS: LI - 20% (+12%) Hispanic - 21% (+1%) LVHS: All Students - 0% EL - 0% HY - 0% LI - 0% SWD - 0% Hispanic - 0% White - 0% SHHS: SWD - 15% (+9) TRHS: SWD - 22% (+5%) *Data sourced from DataQuest 2022-23 Four-Year Adjusted Cohort Graduation Rate -		BPHS: SWD - 14% FUHS: SWD - 22% EL - 21% LHHS: SWD - 24% LSHS: LI - 13% Hispanic - 25% LVHS: All Students - 5% EL - 5% HY - 5% LI - 5% SWD - 5% Hispanic - 5% White - 5% SHHS: SWD - 11% TRHS: SWD - 22%	BPHS: SWD: +3% FUHS: SWD: -4% EL:+3% LHHS: SWD:-5% LSHS: LI:+12% Hispanic:+1% LVHS: All Students: 0% EL: 0% HY: 0% LI: 0% SWD: 0% Hispanic: 0% White: 0% SHHS: SWD: +9 TRHS: SWD: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	This metric specifically addresses all student groups scoring "red" on the College Career Indicator (CCI) of the 2023 Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	the nearest whole number	Data Display Option "Percents" rounded to the nearest whole number			
1.3	Early Admission Program (EAP) % of students “CSU ready” English/Math	2022/23 English 38% Math 25%	2023/2024 English - 37% (+1%) Math - 34% (+9%)		2025/26 English 43% Math 30%	2023/2024 English: +1% Math: +9%
1.4	AP Exam pass rate with 3 or better	2022/23 75%	2023/24 80% (+5%)		2025/26 80%	2023/24 +5%
1.5	IB Exam pass rate with 4 or better	2022/23 85%	2023/24 90% (+5%)		2025/26 88%	2023/24 +5%
1.6	ELPAC results (fluency)	2022/23 20% - Well Developed (WD) 35% - Moderately Developed (ModD) 28% - Somewhat Developed (SD) 16% - Minimally Developed (MinD)	2023/24 19% - WD (+1%) 39% - ModD (+4%) 24% - SD (-4%) 19% - MinD (+3%)		2025/26 25% WD 40% ModD 23% SD 10% MinD	2023/24 WD: +1% ModD: +4% SD: -4% MinD: +3%
1.7	Reclassified Fluent English Proficient (RFEP) rate	2022/23 9%	2023/24 16% (+7%)		2025/26 15%	2023/24 +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	State Seal of Biliteracy	2022/23 14%	2023/24 12% (-2%)		2025/26 20%	2023/24 -2%
1.9	Four-year Adjusted Cohort Graduation Rate Districtwide Four-year Adjusted Cohort Graduation Rates for the following schools and student groups identified on the California School Dashboard: SOHS - SWD TRHS - SWD LSHS - All Students, EL, LI, and Hispanic LVHS - EL, HY This metric specifically addresses the "red" indicator for Graduation Rate on the 2023 Dashboard for SOHS, TRHS, LSHS, and LVHS in the student groups listed above.	2022/23 Districtwide - 93% SOHS - SWD - 59.6% TRHS - SWD - 40% LSHS - All Students - 39% LSHS - EL - 10% LSHS - LI - 30% LSHS - Hispanic - 28.9% LVHS - EL - 63.3% LVHS - HY- 64.1%	2023/24 Districtwide - 94% (+1%) SOHS SWD - 61% (+1.4%) TRHS SWD - 60% (+20%) LSHS All Students - 70% (+31%) LSHS EL - 63% (+53%) LSHS LI - 65% (+35%) LSHS Hispanic - 67% (+38.1%) LVHS EL - 63% (+0.3%) LVHS HY- 53% (-11.1%)		2025/26 Districtwide - 96% SOHS - SWD - 64% TRHS - SWD - 44% LSHS - All Students - 44% LSHS - EL - 15% LSHS - LI - 35% LSHS - Hispanic - 33% LVHS - EL - 68% LVHS - HY- 69%	2023/24 Districtwide: +1% SOHS SWD: +1.4% TRHS SWD: +20% LSHS All Students: +31% LSHS EL: +35% LSHS HISPANIC: +38.1% LVHS EL: +0.3% LVHS HY: -11.1%
1.10	English Learner Performance Indicator (ELPI) on the California School Dashboard - District-wide and specifically for BPHS.	2022/23 Districtwide - 44.1% Making Progress BPHS - 35.1% Making Progress	2023/24 Districtwide - 47.8% (+3.7%) BPHS - 52.2% (+17.1)		2025/26 District-wide - 50% Making Progress BPHS - 40% Making Progress	2023/24 Districtwide: 3.7% BPHS: 17.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	This metric specifically addresses the BPHS "red" indicator for ELPI on the 2023 Dashboard.					

Goal Analysis [2024-25]

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

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

Goal 1 was implemented as planned during the 2023–2024 school year. The District ensured that all students had access to standards-aligned instruction, credentialed teachers, facilities in good repair, and appropriate educational materials and devices. These foundational elements remained strong throughout the year.

Key successes included:

- 100% of students had access to standards-aligned courses and instructional materials.
- All teachers were appropriately credentialed and assigned, ensuring instructional quality across all content areas.
- All students had access to a device and reliable internet, continuing the District's commitment to technology equity.
- Facility conditions improved, with all but one campus receiving "good or exemplary" Facility Inspection Tool (FIT) rating.
- Dual enrollment participation rose from 1,376 to 1,642 students, indicating growing interest and access to college-level coursework.
- Course access remained broad and inclusive, with all students able to enroll in a wide range of subjects including AP, IB, CTE, and visual/performing arts.

However, several challenges emerged:

- A–G completion declined from 56% to 55%, suggesting a need for stronger academic guidance and credit monitoring systems.
- Chronic absenteeism increased from 20.1% to 22.6%, despite implementation of site-based attendance supports.

- After-school tutoring programs, while available, proved difficult to access for students involved in athletics or other extracurricular activities, limiting the overall reach and impact of academic intervention efforts.

No major deviations occurred in implementation, but these challenges point to specific areas for refinement in the coming year. Despite these challenges, the overall implementation of Goal 1 was strong, with key equity indicators remaining stable or improving.

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.

All expenditures for instructional materials, facilities maintenance, technology, teacher staffing, and expanded learning were implemented as intended. Some small adjustments were notice in the actuals shown below.

Action 1.4 actuals were lower due to decrease need based on student enrollment or student request.
Action 1.7 actual increased based on staffing needs and increased services

The Planned and Estimated Actual Percentages of Improved Services for unduplicated students also aligned closely. While access and services were delivered equitably, the impact was less consistent across student groups, particularly in A–G completion and attendance for Homeless Youth, English Learners, and Students with Disabilities. This reflection is informing refinement of support systems to ensure that service delivery translates to outcome gains for all students.

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

Effective actions:

- Universal access to standards-aligned instruction and credentialed teachers continues to be a District strength.
- Technology equity was maintained, ensuring all students had access to a device and reliable internet for learning.
- Facility improvements were successfully implemented, with all campuses now rated “good or exemplary.”
- Dual enrollment expansion was highly effective, increasing student participation by nearly 20%.
- Broad access to course offerings was maintained, with students able to access AP, IB, VAPA, and CTE coursework.

Less effective actions:

- After-school tutoring, although available, was difficult for students in athletics and extracurricular activities to attend, limiting reach.

- A–G completion strategies were not sufficient to prevent a slight decline.
- Data on attendance interventions indicate the need for additional engagement strategies and earlier intervention.

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.

Reflections on 2023–2024 outcomes, combined with fiscal impacts as a result of enrollment, have informed several important adjustments for 2025–2026:

- In response to declining enrollment, the District is adjusting its resource allocations and right-sizing staff-to-student ratios. This includes reviewing and balancing staffing levels in various programs to ensure that all students continue to receive equitable support and sustainable programs that support enrollment trends and adhere to contract guidelines. Strategies such as 1.5 have been adjusted to reflect the site staffing allocations.
- Based on data indicating underutilization of after-school tutoring—particularly for students with extracurricular commitments—the District is restructuring how academic supports are delivered, expanding access during the school day, and revising which supports receive sustained investment.
- Funds previously allocated to underutilized strategies, such as 1.3, were reevaluated to ensure we provide strong support for English Learners and struggling learners, expanding access to strategic reading intervention, directly aligned to student data showing the need for stronger foundational literacy support.
- Action 1.9 was originally funded through other State funds. Professional development remains a priority and this goal will be supported through LCFF and LREBG moving forward
- Action 1.6 will now be supported using A-G block Grant funds
- Action 1.7 will now use LREBG to support Reading interventions for the 2025/26 school year

These refinements reflect the District's commitment to responsive, equity-centered resource use, ensuring that services not only exist but are targeted, accessible, and effective for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staffing to improve and increase student achievement and outcomes.	Staff support primarily directed to increasing/improving services to EL, Foster, and Low Income Youth includes: District administrative support (Director of Ed Services 60%) District administrative support (60% Data Technician) District administrative support (100% Data Systems Management Technician) School Site Clerical Support (8 Senior Records Clerks @ 100% each) Guidance Support (Guidance Counselors @ 60%) Additional 1.6 FTE distributed to Title I Schools (Title I) Additional guidance support (7 additional Guidance Technicians @ 100% each) (See metric 1.1)	$5,126,241.00	Yes
1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms.	Equipment, supplies, and technology to improve instruction and increase internet access at home, primarily for EL, foster, low-income, and students with disabilities, but will benefit all students includes: portable internet access ports and associated costs. Metrics: • Semester Grades • Number of requests for hot spots • Usage reports for access to online supports while at home.	$75,000.00	Yes
1.3	Services to provide academic guidance support, college exploration, and improving reading skills for unduplicated pupils, including EL, who performed in the red indicator on the	Services to provide academic guidance support and college exploration, primarily directed to increasing/improving services to EL, Foster, and Low Income, but will benefit all students includes: • The California Career Guidance Initiative (CCGI) web-based guidance program will be used at each school for career exploration and college admissions support (Naviance has one more year of a three-year contract and CCGI is provided free of charge through the CDE).	$246,159.00	Yes

Action #	Title	Description	Total Funds	Contributing
	22/23 California School Dashboard. This action also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	• AP and IB Test sponsorships for low-income students LREBG Action: Math and literacy intervention programs (Reading intervention programs like Read 180, Lexia, Math 180, etc). Specifically, this action will help Unduplicated Pupil Population (UPP), and English Learners (EL) in particular, to improve their reading skills, one result of which will improve state testing scores in ELA, math, and science, graduation rates for LSHS, LVHS, SOHS, and TRHS, and address the underperformance of UPP and EL in particular as indicated on the California School Dashboard (See metrics 1.1, 1.2, 1.6, 1.7, 1.9, and 1.10)) ($25,000)		
1.4	Staffing and services to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments.	Support to EL students includes: - Two-period block of ELD 1 for all schools - extra sections (7) - One additional section of ELD for each school to provide Dedicated ELD instruction for Long-Term English Learners who have not yet been reclassified - extra sections (7) - Purchase and use of the Ellevation program to monitor and provide real-time actionable data related to EL for teachers, site administration, and district staff toward increasing RFEP rate and improving scores on ELA CAASPP tests district-wide but with special focus on BPHS and SOHS (see metrics 1.1, 1.2, 1.6, 1.7. and 1.10) State CAASPP results indicate the need for increased support for EL in English and math, as well as the most recent Federal Program Monitoring Review that indicated the need to provide ongoing Dedicated ELD instruction for students who have not yet been Reclassified as Fluent English Proficient (RFEP) and who have passed ELD 3. - Supporting one additional period (.20 FTE) of ELD 1 for all schools - allows schools to provide a two-hour block of concentrated English Language Development specifically targeting EL to help them rapidly acquire English such that it can be used to converse and in which to learn content area subject matter.	$562,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Supporting an additional section of ELD (.20 FTE) (ELD 4 for example) will provide targeted instruction for students who have not yet been reclassified. Research shows that students acquiring a new language benefit from focused and intensive structured immersion in the new language. When ELD is a priority and when it is emphasized within the school day, students tend to perform better. (ELD, American Federation of Teachers, 2013; https://www.aft.org/periodical/american-educator/summer-2013/english-language-development) These actions and services are offered District wide because the number of LTEL students needing additional designated ELD is significant at each District school. 2024/25 FUHS - 116 BPHS - 261 LHHS - 64 LSHS - 25 LVHS - 71 SOHS - 100 SHHS - 69 TRHS - 62 Metrics: - ELPAC outcomes - RFEP rate - CAASPP results		
1.5	AVID Program	AVID is offered at almost all comprehensive school sites, with instructional strategies used throughout the district This action will continue to support the AVID program by funding, primarily directed to increasing/improving	$351,052.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services to EL, Foster, and Low Income Youth includes: • Memberships and Summer Institute costs • Tutors • Equipment, and supplies • Professional Learning • Student field trips to college campuses (2 per site) AVID students are predominantly low-income and EL (65%). As was shown above, LI and EL students perform below average on state assessments, graduation rates, and several other indicators. The support is offered districtwide and the District expects that all students who participate in the AVID program will benefit. However, this action is principally directed toward LI and EL because of the inequities experienced by low-income and EL students, the District expects that the performance level of low-income and EL students will increase significantly more than the average performance of all other students. Staff will support students in reading, writing, and organizational skills to improve their high school outcomes as well as to better prepare them for college and careers.		
1.6	Tutoring both inside and outside the school day.	Tutoring includes: • Hourly salaries for in-person tutoring before school, at lunch, and after school • Tutor.com This action will benefit all students but will be primarily directed toward EL, SWD, and LI at BPHS, FUHS, LVHS, SOHS, and SHHS as these student groups were identified as underperforming on the California School Dashboard in ELA and Math (see metrics 1.1, 1.6, 1.7, 1.9 and 1.10). This action will also improve the graduation rate for SWD, EL, LI, Hispanic, and Homeless Youth at LSHS, LVHS, SOHS, and TRHS	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Instructional support in general education classes including support for Long-term ELs.	LREBG Action - Instructional support includes: One (.2 FTE) section of Strategic Reading offered at all school sites for the 2025/26 school year to support Long-Term EL, Low Income students, and other students identified as needing additional support in core classes of English, math, and ELD (7 total - one per site). This action will also address the underperformance EL at BPHS, FUHS, LVHS, SOHS, and SHHS in the areas of ELA as indicated on the California School Dashboard (See metrics 1.1, 1.6, 1.7, and 1.10) ($210,000)	$210,000.00	No
1.8	The Opportunity Program at La Sierra High School for high-needs students.	The Opportunity Program, primarily designed to serve unduplicated student populations, including those classified as English Learners, Foster Youth, and Low Income, includes: Salaries and benefits for the instructors of the Opportunity sections Equipment and supplies	$735,996.00	Yes
1.9	Teachers on Special Assignment (TOSAs) - subject specific.	Subject-specific TOSAs include salary and benefits for the portion of the day that each TOSA is dedicated to performing the tasks associated with their position: • English - .60 (LREBG Action) • Math - .60 (LREBG Action) • Science - .60 • Social Science - .60 • World Languages - .40 • VAPA - 1.00 (Cost for full-time VAPA TOSA covered under Prop 28 funding) • EL - 1.00 (.6 FTE LREBG and .4 FTE Title I) • AVID - .60 • CTE - 1.00 (Agriculture TOSA position (.40 FTE) was eliminated to cover the additional .40 FTE needed to create the full-time CTE TOSA position) • Special Education - 1.00	$1,293,360.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Unless otherwise noted, English and Math TOSA positions listed above will be covered through the LREBG school year for the 2025/26 school year. Thereafter, the costs will be covered under LCFF Supplemental & Concentration unless other funding sources are identified. As indicated on the California School Dashboard, EL students' scores on ELA and math in the CAASP tests as well as the overall improvement of students at FUHS on the CCI Indicators will show positive outcomes as a result of the focused work of the TOSA for CTE, ELA, and Math (See metrics 1.1, 1.2, 1.9) While this service is principally directed toward unduplicated student populations and underperforming groups, such as SWD, all students will benefit from the additional support. TOSAs will present and model specific strategies to differentiate instruction for UPP, in particular, EL and develop common pacing and districtwide assessments to assist with the monitoring of student progress. LREBG Contribution ($210,000)		
1.10	Services to provide academic guidance support, college exploration, and improving reading skills for SWD which had a red indicator on the 22/23 California School Dashboard. This metric also addresses all student groups scoring "red" on the College	Services to provide academic guidance support and college exploration include: Math and literacy intervention programs (Reading intervention programs like Read 180, Lexia, Math 180, etc). Specifically, this action will help SWD to improve their reading skills, one result of which will improve state testing scores in ELA, math, and science, graduation rates for LSHS, LVHS, SOHS, and TRHS, and address the underperformance of SWD as indicated on the California School Dashboard (See metrics 1.1, 1.2, 1.6, 1.7, 1.9, and 1.10) Collaborative Model Classrooms in ELA, math, and science where a Special Education teacher and a subject-specific general education teacher collaborate to address the needs of SWD which had a red indicator on the 22/23 Dashboard.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	No additional cost to the District. The District will utilize existing staff members for the collab and reading intervention classes.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and students from low-income families.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal two ensures equity for students in relation to three state priorities:
Basic services, which include being taught by appropriately credentialed and experienced teachers, in clean and safe schools (Priority 1)
Standards-based instruction and curriculum (Priority 2)
Course Access including access for students with disabilities, English learners, Foster Youth, Homeless Youth, and Low-Income students (Priority 7)

The District has developed this goal in an effort to increase the participation of students in a broad range of courses and pathways that appeal to their academic and career interests. Instruction that is based on state standards with highly qualified teachers provides the best first instruction that will allow more students the opportunity to meet graduation requirements and also be able to take elective and advanced-level classes even if the student is EL, Foster, Homeless, Low Income, or SWD. Students from these subgroups too often do not get the opportunity to take elective or advanced classes due to increased fail rates as compared to other students. Research shows that best first instruction practices, which focus on high-quality, engaging teaching strategies from the outset, can prevent the need for extensive reteaching and interventions later on. By ensuring that all students receive the best possible instruction from the beginning, schools can create a more equitable and effective learning environment (Best, First Instruction, Colorado Department of Education, June 3, 2021)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of high-quality (appropriately credentialed) teachers	2022/23 94.2%	2023/24 96% (+1.8%)		2025/26 98%	2023/24 +1.8%
2.2	Professional Learning Plan Goals and Expenditures	2022/23 Year 2: Phase 1 36 Days	2023/24 Year 3: Expanded to over 73 days (+37 days)		2025/26 45 total days of PL for instructional staff *Target changed from 75 to 45 due to shift from focus on centralized PL Days at the District to more site-led PL and focus on refining the PLC processes	2023/24 Year 3: +37 days
2.3	Facilities site inspection results	2022/23 1st two quarters: “good” rating - all schools	2023/24 School Year Ratings: BPHS, SOHS, TRHS - "exemplary rating" FUHS, LHHS, SHHS - "good" rating LV/LSHS - "good" rating		2025/26 3 quarters with "good" or better rating for each school	2023/24 Maintained "good" or better rating
2.4	Maintain deferred maintenance program at $3.8 M to accommodate larger projects, moving toward the baseline of $2.6 M	2022/23 $3.8 M	2023/24 $3.2 M (-$.6M)		2025/26 Maintain base funding of $2.6 M *Adjust from the 2023/24 3 years goal of $3.8 M to	2023/24 -$.6M

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					$2.6 in anticipation of the extra reservation funding used on the intended projects.	
2.5	All students have access to required standards-aligned instructional materials	2022/23 100%	2023/24 100% (0)		2025/26 100%	2023/24 0
2.6	Enrollment of unduplicated students in honors, AP, IB, or Cambridge courses	2022/23 50%	2023/24 51% (+1%)		2025/26 Meet or exceed baseline by 1% or more	2023/24 +1%
2.7	Enrollment in: Career Technical Education courses (CTE) Visual and Performing Arts (VAPA) World Languages (WL)	2022/23 CTE 49% VAPA 41% WL 55%	2023/24 CTE 49% (0) VAPA 42% (+1%) WL 55% (0)		2025/26 Meet or exceed baseline by 1% or more for each	2023/24 CTE 0 VAPA +1% WL 0
2.8	The percentage of pupils who have successfully completed both A-G requirements and who have successfully completed courses that satisfy the requirements for career technical education pathway	2022/23 A-G Completion Rate - 56% Pathway Completers - *578 or **18% Graduates who have met both A-G and CTE Pathway Completion: 298 or 9%	2023/24 A-G Completion Rate - 54.9% (-1.1%) Pathway Completers - *478 or **15% (-100; -3%) Graduates who have met both A-G and CTE Pathway		2025/26 A-G Completion Rate - 60% Pathway Completers - 600 Graduates who have met both A-G and CTE Pathway Completion: 15%	2023/24 A-G Completion Rate: -1.1% Pathway Completers: -100; -3% Graduates who have met both A-G and CTE Pathway Completion: -76; -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*grade 12; unduplicated; completed a pathway anytime during high school **percent based on grade 12 CBEDS enrollment numbers	Completion: 223 or 7% (-76; -2%) *grade 12; unduplicated; completed a pathway anytime during high school **percent based on grade 12 CBEDS enrollment numbers			

Goal Analysis [2024-25]

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

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

Goal 2 was implemented broadly as planned, with significant progress made in several key areas. The District maintained universal access to standards-aligned instruction, qualified teachers, and a broad course of study across all schools. Professional development, technology access, and staffing were major points of emphasis.

Key successes included:

- 100% of students had access to required, standards-aligned instructional materials.
- The percentage of appropriately credentialed teachers improved from 94.2% to 98%.
- The SET for Success professional learning series expanded to over 70 days of offerings for instructional staff.
- Enrollment of unduplicated students in AP/IB/Honors courses increased from 50% to 51%.
- VAPA and World Language participation remained steady, and technology access continued to be universal.

Other challenges included:

- A slight decline in A–G completion from 56% to 54.9%
- A reduction in CTE pathway completers from 561 to 439, but district-wide we have seen an increase in students participating in Dual Enrollment courses which may have an impact on this number and will be monitored

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.

Budgeted funds for staffing, PD, summer school, deferred maintenance, technology, and instructional materials were used as intended.

Action 2.8 reflects an increase cost in Educational technologies.

However, the source of some PD funding will need to shift in the future. Much of the expanded professional learning in 2023–2024 was funded through ESSER (COVID relief) funds, which will sunset. To sustain momentum and instructional quality, the District will begin shifting this investment to Title II during the 2024/25 and 2025/26 school years. Additionally, measures of implementation will be included as an evaluation of PD effectiveness.

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

Several key actions under Goal 2 were particularly effective in advancing equity in course access, high-quality instruction, and learning environments during the 2023–2024 school year.

The District's investment in professional learning (Action 2.4) was a major contributor to instructional improvement. Through the expansion of the SET for Success professional learning series and targeted conferences, over 70 days of training were delivered to instructional staff—triple the original baseline. This action helped build teacher capacity in areas such as Universal Design for Learning (UDL), English Language Development (ELD), and MTSS-aligned instructional strategies. Feedback from school sites indicated that these trainings directly supported the development of inclusive, standards-aligned lessons that improved student engagement and learning outcomes, especially for English Learners, Foster Youth, and Students with Disabilities.

Action 2.2 (Basic Staffing) also played a critical role. The increase in the percentage of appropriately credentialed teachers—from 94.2% to 96.5%—was a direct outcome of this investment. This ensured consistent access to qualified teachers across all content areas, particularly benefiting schools with high concentrations of unduplicated students.

Action 2.6 (Staff Development Days) further supported this progress by providing five dedicated professional learning days at the site level, allowing teachers to engage deeply in collaborative planning, lesson design, and peer feedback. These opportunities fostered professional dialogue across departments and schools, reinforcing the application of training into daily instructional practice.

Lastly, Action 2.7 (Maintaining a 28.5:1 student-teacher ratio) ensured smaller class sizes than the contractual minimum, which created more personalized learning environments. This action was especially impactful in supporting students requiring differentiation or additional academic support and contributed to higher levels of classroom engagement and instructional access.

Together, these actions created the foundation for instructional consistency, improved student access to rigorous coursework, and stronger classroom learning environments across the District. They also laid the groundwork for further improvement in A–G completion and pathway participation, which will remain areas of focus in the year ahead.

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.

Following reflection on the 2023–2024 implementation year, several enhancements are being made to maximize impact and build upon successful strategies:

The District will continue its investment in facilities improvement, with targeted deferred maintenance projects and coordinated site-level operational planning. These results affirm the importance of sustained facilities funding to support clean, safe, and engaging learning environments for all students.

As ESSER funds sunset, the District is proactively transitioning professional development support to a more sustainable funding source.

- ESSER (Elementary and Secondary School Emergency Relief) funds were federal COVID-19 relief funds allocated to school districts for pandemic-related recovery. These funds, while essential in expanding access to instructional materials, technology, and training, expired after September 30, 2024.

- To ensure continuity, the District will shift professional learning funding source to Title II . Title II, Part A of the Every Student Succeeds Act (ESSA) is a federal grant program designed to support effective instruction by funding professional development, teacher support systems, and recruitment/retention of qualified staff.

This transition will support the continued delivery of high-leverage training on Universal Design for Learning (UDL), English Language Development (ELD), Multi-Tiered Systems of Support (MTSS), and other equity-based instructional practices. Moving forward, the District will also prioritize embedded PD structures that provide teachers with more protected time in the classroom to apply new strategies. Professional development schedules will emphasize early release days, PLC integration, and in-class coaching, enabling educators to engage in reflective practice and immediate implementation.

Action 2.3 has been adjusted to include LREBG and A-G grant funds

Action 2.4 has been adjusted: Student Meals Kits will still be funded and provided as a district service, but have been removed from this action.

Additionally, in response to a slight decline in A–G completion and CTE pathway participation, the District will strengthen its:

- Academic progress monitoring systems
- Course forecasting tools
- Student conferencing processes

These adjustments are designed to ensure that all students—especially unduplicated pupils (English Learners, Foster Youth, and Low-Income students)—are on track for graduation and postsecondary readiness, with expanded access to both college-preparatory and career pathway programs.

A-G grant funding will support summer programs in alignment with the district approved plan.

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	Equipment, supplies, and technology.	Equipment, supplies, and technology to ensure standards-based instruction and to maintain clean and safe learning environments include: • Adoption of new instructional materials and ongoing curricular subscriptions ($3 million estimated) • Routine restricted maintenance services annual costs This action ensures all students have access to state board-adopted academic content standards through the provision of standards-aligned instructional materials and curriculum resources. This action supports ongoing textbook adoption processes, updates to digital content platforms, and staff access to pacing guides and course frameworks. By aligning daily instruction to adopted standards including CCSS, NGSS, and California History-Social Science Framework this action guarantees that teaching is grounded in the academic expectations outlined by the State Board of Education. Site and district-level review protocols are in place to confirm	$6,200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		standards implementation fidelity. Metrics: 1.1, 1.2, 2.5 and 2.6		
2.2	Basic Staffing	Basic Staffing: • Certificated and Classified staff salaries and benefits Basic staffing supports certificated and classified personnel to ensure consistent implementation of standards aligned instruction and comprehensive access to educational programs. These staff are essential to maintaining a 28.5:1 student-to-teacher ratio (Metric 2.7), upholding FIT ratings of 'good' or better across all schools (Metric 2.3), and enabling 100% of students to receive instruction from appropriately credentialed teachers (Metric 2.1). This investment is critical for supporting unduplicated student populations in core academic areas, electives, and intervention settings. Further, certificated and classified staff contribute to operational infrastructure, which is a prerequisite for successful implementation of LREBG-funded actions such as professional learning (Action 2.4) and data-driven instruction (Goal 1.1). In academic outcomes, districtwide CAASPP scores from 2023 show 67% met or exceeded standards in ELA and 44% in Math. The 3-year targets aim for 72% in ELA and 49% in Math—indicating a 5% growth expectation across both content areas. Certificated staffing continuity and professional development support (Goal 2.4) will be key to achieving this growth, especially for English Learners and SWD subgroups	$147,575,917.00	No
2.3	Summer School Program	LREBG and A-G Actions - Summer School Program includes: • Salaries and benefits for summer school staff • Paid out of a combination of other state funding sources (A-G Grants) through June 30th, 2026	$900,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This need is based on the percentage of students attending summer school that are there to make up lost credits in courses that are required for graduation, are taking a course that may not fit into their impacted schedule during the regular school year, need to meet A-G requirements, require intervention support, and/or increase access to CTE courses. The majority of those students are UPP (65%). The support is offered districtwide and the District expects that all students who participate in the Summer School Program will benefit. However, as research indicates, because of the difficulties often experienced by unduplicated student populations, the District expects that the performance level of these students will increase significantly more than the average performance of all other students. Therefore, supporting the Summer School Program districtwide is principally directed toward and benefits students whose population is largely made up of low-income students. LREBG Contribution ($150,000) Metric: Graduation Rate		
2.4	Services to provide professional learning opportunities	Services include: • SET for Success Professional Learning Series costs (LCFF and Title II) • Professional Learning Consultants • Professional Learning Conferences These actions, though offered LEA-wide, will principally directed toward and benefit the unduplicated student populations who make up a majority of the total student community. It is the District's expectation/belief that these actions will be most effective in meeting the goals for unduplicated students in that the professional learning through SET for Success, PLC days, and other related training will focus on developing lessons that are accessible to all students through scaffolded lessons where the learning	$672,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs of EL, foster, homeless, and low-income students are taken into consideration first. * Eligible SET Professional Learning Series and planning will be funded through Title II. SET PD will be part of the on going support provided to schools identified as CSI and ATSI (FUHS and LVHS) * PD will include a collaborative approach to identify, evaluate, and implement Best First Instruction.		
2.5	Expanded Library Services	Expanded Library Services include: • Extended Library hours - hourly salary and benefits - Certificated • Extended Library hours - hourly salary and benefits - Classified • Library Technicians at each school Students experiencing homelessness and students from low-income families do not have adequate space and internet access to be able to do homework or meet with peers in after-school clubs and organizations (Accredited Schools Online, "Supporting Homeless Students", October 25, 2022) This action is primarily directed toward UPP and, again, it is the expectation/belief of the District that these actions will be most effective in meeting the goals for UPP in providing adequate and safe learning environments in which to learn. Extended library services can help all students, but are a major benefit to students who face economic, social, and academic barriers to learning.	$646,161.00	Yes
2.6	Staff development days (maintain 186-day work year).	Maintain 186-day work year (4 Staff Development Days), providing time for sites to work within their Professional Learning Communities and implement staff learning designed to meet the unique needs of the students they serve. Given the identified academic underperformance of English Learners, foster youth, and low-income, professional learning for staff members will	$2,250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		include training on SLP, UDL, and MTSS models of support, Career Technical Education, and ELD standards. The additional five student-free days will allow staff to model and practice strategies designed to differentiate and modify instruction, support student access into more rigorous and or specialized coursework, and ensure instruction is aligned to the standards based curriculum . (Reference Metrics 2.2, 2.5, and 2.8)		
2.7	Maintain a 28.5 to 1 student-to-teacher ratio	28.5 to 1 Ratio: Salary and benefits for additional staff to reduce class sizes Funds are used to reduce the Collective Bargaining Agreement of 29:1 student-to-teacher ratio to 28.5:1 This action, though offered LEA-wide, will principally benefit the unduplicated student populations who make up more than 60% of the total student population, including EL, Foster, and Low Income Youth. A study conducted by Finn, Gerber, and Boyd-Zaharias (2005) found that reduced class size had a positive impact on the academic achievement of high-needs students in mathematics and reading (Finn, J. D., Gerber, S. B., & Boyd-Zaharias, J. (2005)	$1,414,718.00	Yes
2.8	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	Educational Technology includes: • Chromebooks • North Western Education Association (NWEA) diagnostic assessments for English, math, and science While this action will serve all pupils, it is principally directed toward and is effective in meeting the goal for UPP, including EL, Foster, and Low Income Youth in that it provides one-to-one learning devices (Chromebooks) for each student to take home and easily access instructional materials wherever they have access to the internet and can contact their teachers through electronic means to receive feedback on	$2,210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		their work product.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District engages staff, students and their families as partners to create a climate of safety, support, and success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal summarizes the District's value in engaging staff, parents and students in decisions that affect their educational program so that students and staff can learn and work in an environment that is safe, supported, and successful. This goal addresses three state priorities: priority 3- parent Involvement, priority 5 - pupil engagement, and priority 6 - school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent overall participation rate in LCAP survey Parents of SWD participation rate in LCAP survey	2022/23 Overall - 995 Parents of SWD - 52	2023/24 Overall - 872 (-123) Parents of SWD - 92 (+40)		2025/26 Overall - 2000 Parents of SWD - 100	2023/24 Overall: -123 Parents of SWD: +40
3.2	Average attendance: ELAC meetings DELAC meetings	2022/23 ELAC - 8 DELAC - 18	2023/24 ELAC - 7 (-1) DELAC - 19 (+1)		2025/26 ELAC - 15 DELAC - 25	2023/24 ELAC: -1 DELAC: +1
3.3	Number of EL Family Survey responses	2022/23 46	2023/24 55 (+9)		2025/26 2025/26	2023/24 +9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					200	
3.4	Parent participation at DAC meetings (average). Parents of SWD participation in DAC meetings	2022/23 Parent participation - 14 Parent of SWD participation - 2	2023/24 Parent participation - 15 (+1) Parent of SWD participation - 1 (+1)		2025/26 Parent participation - 21 Parent of SWD participation - 4	2023/24 Parent participation: +1 Parent of SWD participation: +1
3.6	Suspensions: with focused attention Districtwide on EL, Homeless Youth, and Students with Disabilities as identified in red on the 2023 California School Dashboard and including: African American, and Homeless Youth at Buena Park High School English Learners and students with disabilities at La Habra High School Homeless, low-income, and Hispanic students at La Vista High School. This metric specifically addresses the "red" indicator for	2022/23 Districtwide: All students - 680 EL - 162 HY- 39 SWD - 144 BPHS: HY - 11 African American - 6 LHHS: EL - 25 SWD - 50 LVHS: HY - 6 LI - 57 Hispanic - 56	2023/24 Districtwide: All students - 506 (-174) EL - 121 (-41) HY- 42 (+3) SWD - 128 (-16) BPHS: HY - 13 (+2) African American - 4 (+2) LHHS: EL - 5 (-20) SWD - 26 (-24) LVHS: HY - 5 (-1) LI - 30 (-27) Hispanic - 25 (-31)		2025/26 meet or decrease baseline Districtwide: All students - 600 EL - 140 HY - 33 SWD - 120 BPHS: HY - 6 African American - 3 LHHS: EL - 20 SWD - 40 LVHS: HY - 3 LI - 50 Hispanic - 50	2023/24 Districtwide: All students: -174 EL: -41 HY : +3 SWD: -16 BPHS: HY : +2 African American: +2 LHHS: EL: -20 SWD: -24 LVHS: HY : -1 LI: -27 Hispanic: -31

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Suspensions on the 2023 Dashboard Districtwide for SWD, EL, and HY for BPHS, LHHS, and LVHS in the student groups listed above.					
3.7	Expulsions	2022/23 34 *This was corrected from 11 to 34; There were 11 Expulsions mid year (December 2022) and a total of 34 Expulsions at the end of the 2022/23 school year	2023/24 23 (-11)		2025/26 10	2023/24 -11
3.8	Four-year Adjusted Cohort Graduation Rate Districtwide Four-year Adjusted Cohort Graduation Rates for the following schools and student groups identified on the California School Dashboard: SOHS - SWD TRHS - SWD LSHS - All Students, EL, LI, and Hispanic LVHS - EL, HY	2022/23 Districtwide - 93% *SOHS - SWD - 60% *TRHS - SWD - 40% *LSHS - All Students - 36% *LSHS - EL - 7% *LSHS - LI - 27% *LSHS - Hispanic - 24% *LVHS - EL - 63% *LVHS - HY - 53% *Adjusted to match DataQuest 2022/23 Four-Year Adjusted Cohort Graduation Rate	2023/24 Districtwide - 94% (+1%) SOHS - SWD - 61% (+1%) TRHS - SWD - 60%(+20%) LSHS - All Students - 70% (+34%) LSHS - EL - N/A LSHS - LI - 65% (+38%) LSHS - Hispanic - 67% (+43%) LVHS - EL - 62% (-1%)		2025/26 Districtwide - 96% SOHS - SWD - 64% TRHS - SWD - 44% LSHS - All Students - 44% LSHS - EL - 15% LSHS - LI - 35% LSHS - Hispanic - 33% LVHS - EL - 68% LVHS - HY - 69%	2023/24 Districtwide:+1% SOHS SWD: +1% TRHS SWD: +20% LSHS All Students: +34% LSHS EL: N/A LSHS LI:+38% LSHS Hispanic: +43% LVHS EL:-1% LVHS HY : -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	This metric specifically addresses the "red" indicator for Graduation Rate on the 2023 for SOHS, TRHS, LVHS, and LSHS in the student groups listed above.	Percents rounded to nearest tenth	LVHS - HY - 52% (-1%)			
3.9	Dropout Rate	2022/23 4%	2023/24 3.5% (-0.5%)		2025/26 3%	2023/24 -0.5%
3.10	School Attendance Rate	2022/23 95%	2023/24 94% (-1%)		2025/26 96%	2023/24 -1%
3.11	Work-Based Learning Opportunities and Industry-recognized certifications, with particular emphasis on SWD to increase their college and career readiness among grades 9 and 10.	2022/23 Establish a baseline at the end of the 2023/24 school year to track the number of students at each grade level engaged in: Internships - all students - SWD Student-run CTE projects - all students - SWD Pre-apprenticeships - all students - SWD Apprenticeships - all students - SWD Career-related field trips - all students - SWD Industry-recognized certifications - all students - SWD	2023/24 Baseline Data: Internships: All students - 46 SWD - 0 Student-run CTE projects: All students - 288 SWD - 39 Pre-apprenticeships: All students - 0 SWD - 0 Apprenticeships: All students - 0 SWD - 0 Career-related field trips:		2025/26 Maintain or increase by 1% or more, the number of students at each grade level engaged in: Internships - all students - SWD Student-run CTE projects - all students - SWD Pre-apprenticeships - all students - SWD Apprenticeships - all students - SWD Career-related field trips - all students - SWD Industry-recognized	Baseline established 2023/24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All students - 690 SWD - 74 Industry-recognized certifications All students - 770 SWD - 102		certifications - all students - SWD	
3.12	Student involvement in extra-curricular activities that connect them with their school community.	2022/23 Establish a baseline by December 2024 to track the number of students engaged in: Sports School Clubs Co-curricular performance activities (e.g. choir, band, theater, etc)	2023/24 Baseline Data: Sports: 5,969 students (source: Sex Equity Annual Reports) School Clubs: 4,587 students (source: 5-star) Co-curricular performance activities (choir, band, theater): (source: Aeries)		2025/26 Maintain or increase by 1% or more, the number of students engaged in: Sports School Clubs Co-curricular performance activities (e.g. choir, band, theater, etc)	Baseline established 2023/24
3.13	Chronic Absenteeism Rate	2022/23 17%	2023/24 15% (-2%)		2025/26 12%	2023/24 -2%

Goal Analysis [2024-25]

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

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

Goal 3 was implemented with a strong focus on increasing engagement and support systems for students and families, especially for our Unduplicated Pupil Population, including English Learners, Low-Income, Homeless and Foster Youth, and Students with Disabilities. The District provided comprehensive supports in the areas of wellness, mental health, behavior intervention, family engagement, and career readiness.

Major highlights of implementation include:

- A 26% reduction in total suspensions districtwide (680 in 22/23 down to 506 in 23/24), with significant reductions for ELs, SWD, and Low-Income students.
- Expansion of mental health staffing, social-emotional learning supports, and site-level wellness centers.
- Improved graduation rates among high-needs schools and subgroups, including LSHS (from 39% to 70%) and La Vista EL students maintaining at 62%.
- Full implementation of family engagement roles (e.g., EL Family Liaisons), and administration of annual surveys in multiple languages to gather feedback.

However, some persistent challenges remain:

- Increased expulsions (from 11 to 23), prompting deeper restorative practice planning.
- Homeless Youth suspensions, which rose at some sites like BPHS, and remained elevated overall.
- Continued difficulty in engaging parents of Students with Disabilities and other subgroups in DAC and ELAC forums.

Overall, implementation reflected alignment to planned strategies and priorities, though additional work is needed in outreach and resource allocation for persistently underserved student populations.

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.

All staffing, mental health, and engagement-related actions were implemented as planned. Percentages of improved services for UPP students aligned with projections, though actual subgroup impact varied based on school context. Investments in EL family engagement, wellness staffing, and transportation were fully utilized, but participation and access to services like extracurriculars and mental health counseling varied among sites and student groups.

Action 3.1 increase in cost due to a reduced contribution from the A-G Grant for personnel services
Action 3.2 increased due to mental health service contract that continued after ESSER funds expired on 9/30/2024 (See 3.4)

Action 3.3 actuals were lower than expected due to time needed to fill vacancies
Action 3.4 was budgeted to account for mental health contracts that continued after ESSER funds expired (see 3.2), but for program purposes 3.4 was a more appropriate placement of these services
Action 3.7 increase to cover cost of actual need

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

Effective actions:

- Action 3.1: Staffing supports like APSS and Student Support Directors contributed to increased graduation rates and reduced suspensions.
- Action 3.2: Social-emotional supports and survey systems improved overall school climate and allowed sites to adapt to specific student needs.
- Action 3.3: EL Family Liaisons successfully increased survey participation and parent outreach among EL families.
- Action 3.4: Health and safety staffing (mental health specialists, nurses, campus supervisors) created safer and more supportive environments.
- Action 3.5: CTE and work-based learning opportunities grew significantly; for example, CTE field trips reached 690 students (74 SWD), and certifications increased.
- Action 3.6: Increased student involvement in clubs and sports enhanced connectedness.
- Action 3.7: Transportation helped remove barriers for UPP to attend extracurriculars.

Areas needing improvement:

- Homeless Youth suspensions remain elevated at some sites, and indicators suggest more support is need in the area of academic support
- Expulsions numbers were adjusted on metric 3.7 to reflect numbers reported to the State
- Parent engagement among SWD families and ELAC participation still require proactive recruitment and support strategies.

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

In response to 2023–24 data and stakeholder feedback, the District will:

- Expand restorative practices and behavioral intervention supports at sites with increased expulsions.
- Strengthen outreach and data systems targeting Homeless and Foster Youth for improved engagement and monitoring.
- Refine wellness supports by embedding case management strategies to reduce barriers to attendance and engagement.
- Increase early warning systems to better identify at-promise students and provide proactive supports.

- Add metrics for participation and satisfaction in wellness and engagement programs to ensure impact is monitored across student groups.
- Action 3.6 will be updated to adjust for actual costs of transportation.

These refinements reflect a continued commitment to equity, wellness, and student agency across the District.

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	Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Staffing to provide oversight and support to students includes: • Ed Svcs Program Coordinator, Academic Programs and Assessment • Special Education Program Specialists, Education, and Assessment Services (3) • Assistant Principal, Student Services (APSS) at each District school and the APIO at LV/LSHS • Restorative teams for students returning from long-term illness/hospitalization, suspension • Director of Student Support Services (See metrics 3.6, 3.8, 3.11) Given the underperformance of English Learners, foster youth, and low-income students and the increased suspension rates for the same student populations, and given the research suggesting that mentorships, personalized attention, and specific interventions targeting English Learners, Foster Youth, and Low-Income students result in positive student outcomes, the District has set aside funding for support staff directed primarily toward connecting students and their families to the school community, providing administrative support specific to English Learners, Foster Youth, and Low-Income students, and creating school-site restorative teams for students returning from suspension or long-term hospitalization. These actions are offered LEA-wide and will benefit all students. However,	$3,312,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
		it is the expectation/belief that these actions will be most effective in meeting the goals for unduplicated students in that the dedicated administrative staff and restorative teams will supply community resources that will address the academic and social/emotional needs of our highest needs student populations of EL, foster, and low-income.		
3.2	Services to support student success and contribute to building a climate of support.	The following services will support student success and contribute to building a climate of support include: • The annual LCAP survey facilitated through a contract with an outside vendor and the District, that includes solicited feedback related to school safety and school connectedness for all grade levels of students, parents and staff members. • The Annual EL parent survey • The annual senior survey • Social/emotional training for staff • Outside agencies to provide social/emotional and mental health services to students utilizing agencies that will connect students and families to resources at their level of need and will help reduce suspensions and expulsions for students identified on the Dashboard (See Metric 3.6 above) • Outside agencies to support the needs of Homeless Foster Youth (See Metric 3.8 above) • Translation and interpretation services increase and improve parent involvement. Need: Given the identified academic underperformance of English Learners, foster youth, and low-income students, the services listed above will increase the parent participation and student engagement of unduplicated student populations at school. Increased parent and student connection to their school increases student outcomes. In addition, increased social/emotional services to students and their families, as well as social/emotional training for staff members increases the likely hood that students will be more readily identified for and receive the kind of mental	$654,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health support that will reduce absenteeism, reduce suicide and suicide attempts, increase student engagement, and increase both academic and positive social outcomes for all students, particularly for unduplicated student populations. Parent Engagement in Schools, Centers for Disease Control and Prevention, https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm#:~:text=Research%20shows%20that%20parent%20engagement%20in%20schools%20is,such%20as%20sexual%20risk%20behaviors%20and%20substance%20use.) Finn, J.D. (1993). School Engagement and Students at Risk. Washington, DC: National Center for Education Statistics, https://nces.ed.gov/pubs95/web/95741.asp The research indicates that parent engagement in their child's education and opportunities for high-needs students to participate in school activities increases the likelihood of students completing high school successfully and reduces the likely hood of high-needs students dropping out. These actions will increase parent and student engagement through more frequent opportunities to make their voices heard in the development of educational programs and will increase student engagement and student connection to their school. How the action will address the needs: While these activities will benefit all students, it is the belief of the District that these activities will primarily and most effectively meet the goals for unduplicated pupil populations in increasing both student and parent participation. The need for this action was identified through the annual LCAP survey and through feedback gleaned from the District Advisory Committee and through the District English Learner Advisory Committee. Additionally, this action was designed to support our Homeless Foster Youth student population, where the State Dash Board indicated low performance with comparing CAASPP ELA and Math scores, and graduation rates. - The number of UPP taking advantage of mental health support agencies - The number of times and utility of interpretation/translation services used by each school - The number of parents of UPP who take advantage of parent institutes and workshops		

Action #	Title	Description	Total Funds	Contributing
3.3	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Dedicated staff includes: • District Community Liaison • EL Family Liaison (TOSAs) at each site (7) split funded (.73 LCFF S&C and .17 Title III) (See metrics 3.6, 3.8, 3.11) Need: Given the identified academic underperformance of English Learners, foster youth, and low-income students, the services listed above will increase the family participation and student engagement of unduplicated student populations at school. Increased parent and student connection to their school increases student outcomes. The Community Liaison and EL Family Liaisons work to connect families and students with their school community and to local resources to combat barriers to student engagement and academic success. The research indicates that parent engagement in their child's education and opportunities for high-needs students to participate in school activities increases the likely hood of students completing high school successfully and reduces the likelihood of high-needs students dropping out. Parent Engagement in Schools, Centers for Disease Control and Prevention, August 2018. https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm#:~:text=Research%20shows%20that%20parent%20engagement%20in%20schools%20is,such%20as%20sexual%20risk%20behaviors%20and%20substance%20use. How the action will address the needs: These actions will increase parent and student engagement through more frequent opportunities to make their voices heard in the development of educational programs and will increase student engagement and student connection to their school. While these activities will benefit all students, it is the belief of the District that these activities will primarily and most effectively meet the goals for unduplicated student populations in increasing both student and parent participation. Metrics: - Graduation rate	$1,287,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- A-G Completion rate - RFEP rate - Number of students receiving mental health support - Discipline records - Parent participation in workshops and parent institutes		
3.4	Comprehensive Health and Safety Program	Comprehensive Health and Safety Program includes: • Mental Health Specialists (7) • Nurses (beyond Special Education requirements) (6) • Campus Supervisors (8) • Campus Supervision Aides - (20) • Outside agencies to support in training staff • Equipment and supplies related to health and safety (See metrics 3.6, 3.8, 3.11) LCAP surveys and focus group feedback identified the need and desire for a more comprehensive health and safety program of services. In addition, Panorama student wellness surveys indicated the need for additional health and safety support for all student groups especially for students in foster care and who are identified as homeless and/or low income status. Surveys identified the five following needs for UPP and all students: • Supportive Relationships • School Climate • Valuing of School • Emotion Regulation • Sense of Belonging The services provided by the staff and the equipment, and supplies mentioned above will continue and improve the health and safety of District students. The Comprehensive Health and Safety Program focuses on the well-being and safety of all students but is primarily directed toward unduplicated pupil populations (Foster, Homeless, and LI students in particular). Mental Health Specialists and a Coordinator provide crucial mental health support, while additional nurses enhance healthcare accessibility. Campus Supervisors, and Aides ensure a secure	$3,569,762.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environment. Collaborations with outside agencies for staff training and investments in health and safety equipment further our commitment to a safe, supportive educational setting. This approach aligns with metrics 3.6, 3.8, and 3.11 in that it will help reduce suspensions, increase graduation rates, and provide learning opportunities that will better connect students to school and future careers. This action, though offered LEA-wide, will primarily benefit the unduplicated student populations. Again, it is the expectation/belief of the District that these actions will be most effective in meeting the goals for unduplicated students in increasing learning by providing adequate and safe learning environments in which to learn. Metrics: • Mental health service provider monthly reports • Suspensions • Expulsions • Attendance rate • Student, staff, and parent survey responses related to safe and healthy school climate		
3.5	Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at	CTE includes: • Industry-standard equipment and supplies for CTE pathways • Improving CTE instructional practices through professional learning opportunities: Conferences, consultants, subs • Ed Svcs Program Coordinator, College, Career, and Community Partnerships (75% CTEIG and 25% A-G) • Guidance Technician to increase work-based learning opportunities (See metrics 3.6, 3.8, 3.11) • Contract with regional agency to provide specialized CTE program instruction, equipment, and support (North Orange County ROP) This action, though offered LEA-wide, will primarily benefit the Unduplicated Pupil Groups, as well as SWD, Hispanic, and Homeless	$5,196,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
	BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Youth by increasing opportunities for students to participate in a career pathway.		
3.6	Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Extra-curricular programs will be site-determined, based on student input and administrative approval, and will help increase student connectedness to their school; reducing suspensions and expulsions and thereby increasing college and career readiness (See metric 3.11) This action, though offered LEA-wide, will primarily benefit the unduplicated student populations, this is a services to EL, Foster, and Low Income Youth that will support increased opportunities for students to connect with school. The survey responses show that UPP take advantage of extra-curricular opportunities less frequently than the general student population. Unduplicated student populations, in particular, indicated that UPPs do not participate in extracurricular activities due to economic hardship and/or the difficulties associated with their living arrangements. Principally directed toward UPP, the funds will be used to promote the extra-curricular opportunities at each school and will be specifically targeted at the UPP to encourage them to take advantage of the available opportunities. Participation in extracurricular activities has been linked to higher levels of school engagement among high-needs students. Student interest surveys will help to determine what extra-curricular programs will be developed but some examples could include culturally relevant art, sports, dance, and community service clubs, etc.	$70,000.00	Yes
3.7	Transportation Services	Transportation services will be provided LEA-wide, primarily benefit the unduplicated student populations, including EL, Foster, and Low Income Youth. In reviewing survey data related to student participation in extra-curricular activities, the data revealed that UPP do not participate as much as other students due, in part, to lack of transportation to athletic events and field	$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		trips. Therefore, the district will provide transportation to athletic activities and pupil field trips where needed so that UPP can take advantage of extra-curricular activities at higher rates. Need: In reviewing survey data related to student participation in extra-curricular activities, the data revealed that UPP do not participate as much as other students due, in part, to lack of transportation to athletic events and field trips. Participation in extracurricular activities has been linked to higher levels of school engagement among high-needs students. Involvement in clubs, sports, or arts can foster a stronger connection to the school, reduce absenteeism, and promote a sense of purpose and belonging (Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. Review of Educational Research). How this action will address the needs: Therefore, the district will provide transportation to athletic activities and pupil field trips where needed so that UPP can take advantage of extra-curricular activities at higher rates. Success will be measured by monitoring the number of UPP participating in extra-curricular activities.		
3.8	Comprehensive Health and Safety Program (non-contributing)	Comprehensive Health and Safety Program non-contributing includes: • School Resource Officer (SRO) at each school	$900,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Goal: Increase services to meet the academic and social-emotional needs of the students contributing to the high non-stability rates at La Vista High School to improve graduation rates, and academic outcomes and decrease suspension rates with a focus on the student groups that have the lowest performance level on the CA Dashboard Indicators (Socio-economically Disadvantaged, English Learners, Homeless, and Hispanic and Students with Disabilities). Addition May 2025: This goal will be specifically measured by an increase in stability rate for Low Income Students, English Learners, Homeless Students, Students with Disabilities, and Hispanic Students; reading improvement; attendance rates; credit productivity; suspension; College Career Indicator, and an increase the overall stability rate for La Vista High School; and subject matter preparation. The target outcomes for these measures are outlined in the timebound metrics 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 as detailed below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Although a great number of District students benefit from the multitude of programs and supports offered through the La Vista Continuation High School, each year, some students leave the District for the County Day School or withdraw from the District for the equity multiplier disqualifying reasons of truancy, discipline challenges, and more. The non-stability rate is the percentage of students who do not receive a full year of learning in the same school or exited from a school between July 1 and June 30 of the prior school year due to truancy, expulsion, or for unknown reasons and without stable subsequent enrollment at another school. La Vista High School's non-stability rate was 68.25%. Schools with 25% or higher non-stability rates are eligible for equity multiplier funds. Also, schools whose Low Income percentage of students is above 70% are also eligible for equity multiplier funds. La Vista High School's LI percentage is 84.6%.

Addition May 2025:

This goal was developed to address persistent challenges at La Vista High School, which qualifies for Equity Multiplier funding based on its high non-stability rate (68.25%) and a student population with over 84% identified as Low Income. Data from the California School Dashboard further identified specific student groups - Socioeconomically Disadvantaged, English Learners, Homeless, Students with Disabilities, and Hispanic students - as having the lowest performance levels in graduation rates, academic achievement (CCI), and suspension rates.

In response to these findings, the District convened targeted consultation meetings with educational partners, including La Vista staff, counselors, administrators, students, and family liaison representatives. These meetings, held in April and May of both 2024 and 2025, focused on reviewing student outcome data and collaboratively identifying key areas for support. The insights and recommendations gathered during these sessions directly informed the development of this goal and its related actions, metrics, and resource allocations, ensuring the plan reflects both student needs and staff expertise. Our efforts will be focused to support LS/LV throughout the 2025/26 school year with the aim to improve student performance in that timeframe.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase stability rate for Low Income Students, English Learners, Homeless Students, and Hispanic Students	2022/23 Low Income - 34.9% - 186 of 533 EL - 35.3% - 91 of 258 Homeless - 29.3% - 17 of 58 Hispanic - 31.4% -173 of 551	2023/24 Low Income - 25.4% 116 of 456 EL - 26.4% - 57 of 216 Homeless - 28.1% - 16 of 57 Hispanic - 26.4% - 116 of 440		2025/26 Low Income - 40% EL - 40% Homeless - 34% Hispanic - 36%	2023/24 Low Income: -9.5% EL: -8.9% Homeless: -1.2% Hispanic: -5%
4.2	Reading Improvement	2022/23 To be based upon the initial NWEA reading diagnostic that will be administered three times over the 2024/25 school year. Compare improvement from the	2023/24 To be based upon the initial NWEA reading diagnostic that will be administered three times over the 2024/25 school		2025/26 Meet or exceed baseline by 3% LVHS Diagnostic 1: Grade 9: 47th Percentile	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		first diagnostic to the final diagnostic assessment to determine growth Added 2025: Baseline: N/A (new metric added for 25-26)	year. Compare improvement from the first diagnostic to the final diagnostic assessment to determine growth Added 2025: LVHS Diagnostic 1 (Fall 24): *Median Percentile Data Grade 9: 44th Percentile (322 stu) Grade 10: 45th Percentile (330stu) Grade 11: 43rd Percentile (318 stu) LVHS Diagnostic 2 (Winter 24): *Median Percentile Data Grade 9: 49th Percentile (312 stu) Grade 10: 52th Percentile (334 stu) Grade 11: 33rd Percentile (230 stu)		Grade 10: 48th Percentile Grade 11: 46th LVHS Diagnostic 2: Grade 9: 52nd Percentile Grade 10: 55th Percentile Grade 11: 36th Percentile LVHS Diagnostic 3: Grade 9: 50th Percentile Grade 10: 54th Percentile Grade 11: N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LVHS Diagnostic 3 (Spring 25): *Median Percentile Data Grade 9: 47nd Percentile (311 stu) Grade 10: 51st Percentile (324 stu) Grade 11: N/A Data represents single-term achievement, not growth cohort achievement. The Diagnostic 3 was administered concurrently during the CAASPP testing window, therefore 11th grade students were not required to take the NWEA assessment.			
4.3	Attendance Rate	2022/23 90%	2023/24 97%		2025/26 93%	2023/24 +7%
4.4	Credit Productivity	2022/23	2023/24		2025/26	2023/24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10.9 per quarter	11.8 per quarter		15 per quarter	+.9
4.5	Increase the overall stability rate for La Vista High School	2022/23 31.7% (200 stable student enrollment out of adjusted cumulative enrollment of 630 students)	2023/24 24.9%		2025/26 37%	2023/24 -6.8%
4.6	Subject matter preparation	2022/23 2 or more SET for Success Professional Learning Series training opportunities per subject area teacher	2023/24 2 or more SET for Success Professional Learning Series training opportunities were provided per subject area teacher		2025/26 Meet or exceed 2 or more SET for Success Professional Learning Series training opportunities per subject area teacher.	2023/24 Met/Exceeded

Goal Analysis [2024-25]

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

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

During the 2023–2024 school year, La Vista High School implemented Goal 4 with a focus on increasing stability and academic outcomes for historically underserved student groups. As part of this effort, the site launched the ABC+ program, which built upon the original ABC (Attendance, Behavior, Course completion) intervention model. The expansion focused on extending services and supports to students with the greatest needs, particularly those identified as Low Income, English Learners, Homeless, and Hispanic, who have historically experienced the lowest performance levels on the California School Dashboard.

The ABC+ program was launched as a baseline implementation year. As a result, the focus was on building staffing capacity, outreach structures, and intervention systems. Initial implementation was successful in engaging students in targeted support plans and improving

site-based coordination around stability and re-engagement. However, because 2023–24 was the first year of program rollout, full fidelity of implementation and impact evaluation will used year end data from the 2024–25 school year.

Key site monitored successes included:

- A rise in the attendance rate from 90% to 97%
- Improved credit productivity, increasing from 10.9 to 11.8 credits per quarter
- Full participation of subject area teachers in at least two SET for Success professional development sessions
- Overall, enrollment at the Continuation school has dropped.

Challenges included persistently low stability rates for student subgroups, which decreased from the 2022–23 baseline:

- Low Income: from 34.9% to 25.4%
- English Learners: from 35.3% to 26.4%
- Homeless: from 29.3% to 28.1%
- Hispanic: from 31.4% to 26.4%

These results underscore the importance of the expanded ABC+ supports and the need for sustained intervention and monitoring throughout 2024–25.

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.

The 2023–24 data reflects a planning and implementation year for the equity multiplier grant, with the bulk of services officially launching during the 2024–25 school year. There was an increase in cost to personnel, that is also reflective in the increased allocation for this grant. Funds were budgeted for new staffing, expanded counseling, attendance outreach, and professional development. These expenditures began as scheduled, but the impact of those investments—particularly on student outcomes—will not be reflected in state reporting systems (e.g., DataQuest, CA Dashboard) until after the current LCAP cycle. The percentages of improved services for unduplicated pupils will be updated after the first full year of ABC+ implementation in 2024–25.

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

Because 2023–24 was a baseline year for implementation, it is too early to fully assess the effectiveness of the ABC+ model. However, preliminary indicators show early signs of success in key areas:

- Attendance rates increased to 97%, reflecting improved student connection and engagement
- Credit productivity increased to 11.8 credits per quarter, up from 10.9, signaling improved academic momentum
- Professional learning goals were met, with all content teachers participating in two or more SET for Success training sessions

At the same time, stability rates for targeted student groups decreased, which may reflect the lag time between program launch and measurable impact. The data suggests that while academic and engagement supports have improved, re-engagement strategies and case management for highly mobile students need continued refinement and deeper outreach.

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

Based on the initial implementation year, the following changes have been made to strengthen effectiveness in 2024–25 and beyond:

- Expanded monitoring within ABC+ with case management meetings led by the site administrator and support team, by adding counseling support
- Increased capacity and community outreach for chronically absent or mobile students to improve re-engagement.
- Refinement of intervention supports within ABC+, using a dashboard data to target supports for Homeless, English Learners, and Students with Disabilities with greater specificity.
- Adjustment of the timeline for measuring reading improvement via NWEA diagnostics to incorporate baseline NWEA data. Data will now be reviewed after the third administration in spring 2025 to evaluate reading growth more accurately.

These refinements will ensure that La Vista's equity multiplier work remains data-driven, responsive, and aligned with LCAP outcomes related to student stability, engagement, and academic growth.

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	Implement an enhanced version of an already successful District program, ABC, that will provide more structure, support, and resources including, daily Tier III wellness support and wrap-around services.	The enhanced ABC program includes: 1 General education teacher 1 Special education teacher 1 Instructional aide 1 Campus supervisor (4 hours) 1 Behavioral support specialist (Seneca Family of Services) 1 Counselor Wrap-around support team Summer planning	$834,553.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$25,193,216	$1,414,718

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
16.134%	0.000%	$0.00	16.134%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Staffing to improve and increase student achievement and outcomes. **Need:** The highest percentages of students identified as needing increased support in order to be college and career-ready are among Foster Youth, Homeless Youth, low-income students, and English Learners as evidenced in:	In order to address this disparity for these four subgroups, Foster Youth, Homeless Youth, Low Income, and English Learners, The District will continue providing dedicated staff members to provide technical and overarching support to schools as they specifically target and build mentoring relationships with EL, foster, homeless, and low-income students; connecting them to their school community and providing one to one and group support through program oversight and data support, career exploration, and targeted	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: State CAASPP Assessments Student Outcome Percentages UC/CSU "A-G" Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Graduation rates: 93.9% for all students for the 2023-24 School year as compared to: Foster Youth = 90% Homeless Youth = 83% Low Income = 92% English Learners = 80% In addition, graduation rates for all students at La Sierra High School but in particular, EL, Low-Income, and Hispanic students were identified as underperforming on the California School Dashboard. La Sierra and La Vista High School (for EL and HY underperformance in graduation rates) qualify for Comprehensive Support and Improvement (CSI) grant funding to increase the graduation rate for each student group. LSHS All Students - 39% EL - 10% LI - 30% Hispanic - 28.9% LVHS EL - 63.3% HY - 64.1% SWD graduation rates for SOHS and TRHS declined on the 22/23 California School Dashboard and will be addressed through the LCAP. SWD TRHS - 40% SWD SOHS - 59.6%	academic counseling. These actions are being provided on an LEA-wide basis and we expect/hope that all students who are performing below standards will benefit. However, because of the lower performance level of Foster Youth, Homeless Youth, Low Income, and English Learners and because the actions meet needs most associated with the chronic stresses and experiences of students in these conditions, we expect that the performance level for our Foster Youth, Homeless Youth, Low Income, and English Learners will increase significantly more than the average performance of all other students.	Early Admission Program (EAP) Rate AP/IB Pass Rates ELPAC Results Reclassification of EL as Proficient in English Percentage Seal of Biliteracy Percentage Graduation Rate Chronic Absenteeism Percentage

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
	Chronic Absenteeism Rate:17% for all students for the 2022-23 school year as compared to: Foster Youth = 47% Homeless Youth = 48% Low Income = 21% English Learners = 26% Academic indicators according to the 2022-23 CAASPP results: 67% of all students met or exceeded standards in ELA and 44% of all students met or exceeded standards in Math; as compared to: Foster = N/A (numbers too small to report) Homeless Youth = ELA = 31%; Math = 17% Low Income - ELA = 58%; Math = 31% English Learners - ELA = 11%; Math = 5% **Scope:** LEA-wide		
1.2	**Action:** Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms. **Need:** Student and family requests for portable internet hotspots over the past three years gave the District the information needed to determine the projected costs for the 23/24	The actions are the most effective use of funds to meet the needs of unduplicated pupils and the basis for this determination. Research indicates a need to provide such support to unduplicated student populations: (Addressing The Digital Divide In Education: Technology and Internet Access for Students in Underserved Communities, Forbes Technology Council, 2021, https://www.forbes.com/sites/forbestechcouncil/2021/12/03/addressing-the-digital-divide-in-education-technology-and-internet-access-for-students-in-underserved-communities/?sh=f3e069b5cec3)	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Number of requests for hot spots Usage reports for access to online supports while at home.

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
	school year. On average, 30 requests for hotspots came in from Low-income families. At $35 per month per hotspot, that equals approximately $12,000. The District spent $11,000 in 23/24 on internet access ports for UPP. Therefore, the District has set aside $12,000 for the 24/25 school year in anticipation of the same need for UPP. **Scope:** LEA-wide		
1.3	**Action:** Services to provide academic guidance support, college exploration, and improving reading skills for unduplicated pupils, including EL, who performed in the red indicator on the 22/23 California School Dashboard. This action also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS. **Need:** Research shows that low-income and other unduplicated student populations often need additional support in academic and career counseling. The CCGI programs, while primarily directed toward unduplicated student populations, will benefit all students through	Providing services such as access to the CCGI platform, financial sponsorships for AP, IB, and Cambridge exams, and targeted interventions in math and reading helps address the diverse needs of unduplicated students. These supports offer academic guidance, expand college and career exploration opportunities, alleviate financial barriers, and help close existing learning gaps. By reducing systemic obstacles, these services promote equitable access to postsecondary pathways. Implementing them through an LEA-wide approach ensures that students from unduplicated populations receive consistent support across all schools, including those where they may not represent the majority.	The following for EL, low income, foster youth, and Districtwide: Number of AP/IB/Cambridge tests taken Graduation rate A-G completion rate CAASPP scores in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	interactive career exploration units of study that can be accomplished individually. Unduplicated students may not be able to pay for AP, IB, or Cambridge tests that they would, if affordable, be able to take with success. Sponsorships directed primarily to unduplicated student populations will also help all students experiencing temporary financial hardships. Students underperforming in math and reading are more often than not, from the unduplicated student populations. Targeted support in math and reading helps reduce the learning gaps that may exist. These services are essential in reducing systemic barriers and ensuring equity in access to college and career pathways. The LEA-wide model ensures that UPP students are served consistently at all schools, even in cases where they are not the majority population. **Scope:** LEA-wide		
1.5	**Action:** AVID Program **Need:**	The support is offered districtwide and the District expects that all students who participate in the AVID program will benefit. However, because of the inequities experienced by low-income and EL students, the District expects that the performance level of low-income and EL students will increase significantly more than the average performance of	The following for Low Income, EL, and Districtwide: CAASPP results Graduation rate A-G completion rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AVID students are predominantly low-income and EL (65%). As was shown above, LI and EL students perform below average on state assessments, graduation rates, and several other indicators. Equipment and supplies, including multifunctional learning furniture and technology to foster the AVID tutorials and virtual field trips, will allow low-income and EL students the opportunities to take full advantage of the AVID curriculum and program. **Scope:** LEA-wide	all other students. Therefore, supporting the AVID program districtwide benefits students whose population is largely made up of low-income and EL students.	
1.8	**Action:** The Opportunity Program at La Sierra High School for high-needs students. **Need:** La Sierra provides additional support to students with the highest needs academically and socially/emotionally. Students in the program have consistently underperformed in comparison to the District averages in grades, attendance, and state assessments, as indicate on the State Dashboard. UPP make up the majority of the student population needing the Opportunity program system of supports. See metrics, 1.1, 1.2, and 1.9. **Scope:**	Tenth-grade students who have not been successful at the comprehensive high school find additional support across the spectrum of interventions that include academic skills building, social/emotional support, individualized counseling, and small class sizes, with the idea that they can make up credits and return to their high school of residence or continue at La Vista High School. The program, while benefitting all students who attend, primary addresses the needs of the our Unduplicated Pupil Population. The actions are the most effective use of funds to meet the needs of our Unduplicated Pupils Population and the basis for this determination. Opportunity Programs have demonstrated success in closing the achievement gap, decreasing the dropout rate, and increasing the graduation rate (“Zero Dropouts	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: CAASPP results Graduation rate A-G completion rate Percentage of students returning to their school of residence.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	for California", California Department of Education, November 2007).	
1.9	**Action:** Teachers on Special Assignment (TOSAs) - subject specific. **Need:** Feedback received from DAC and LCAP surveys revealed that there is a need for instructional staff to increasingly use student outcome data to inform and drive instruction. TOSAs will provide expert training in specific subject areas to teachers across the District. Professional learning improves instructional practices and makes for improved student outcomes.. Using the Strategic Learning Practices model (SLP) and the Professional Learning Communities (PLC) model, teachers will learn more effective ways of differentiating instruction for UPP and all students. **Scope:** LEA-wide	While this service is primarily directed toward unduplicated student populations, all students will benefit from the additional support. TOSAs will present and model specific strategies to differentiate instruction for UPP, in particular EL. The actions are the most effective use of funds to meet the needs of unduplicated pupils and the basis for this determination. Research shows that instructional coaching, much of what TOSAs do, improves outcomes for students. ("How Coaching Can Impact Teachers, Principals, and Students", Edutopia, March 2013.).	This action will be measured by participant survey responses regarding the presentation, modeling, and utility of the professional development they have received.
2.4	**Action:** Services to provide professional learning opportunities **Need:**	The actions are the most effective use of funds to meet the needs of unduplicated pupils and the basis for this determination. SLP, much like UDL, within a multi-tiered system of support has been shown to increase student performance for unduplicated student populations ("Achievement of learners receiving UDL instruction: A meta-analysis", Teaching and Teaching Education,	Post professional learning surveys Learning walk outcomes The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide:

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
	Services to provide professional learning include: • Consultants and conferences for professional learning. • Continued professional development related to SLP (from Elevated Achievement Group) which contributes to an overall approach to lesson design that echoes Universal Design for Learning (UDL). • Continued professional development and implementation of a multi-tiered system of support (MTSS). • Standards-based instruction training. • SET for Success Professional Learning Series subject-specific pull-out days. • Career Technical Education in the Eleven Model CTE Standards. • Professional Learning Communities (PLC) late start and early release days. • Ongoing professional learning for teachers to ensure EL students receive appropriate instruction in ELD and in mainstream classes where additional language support for EL is needed so that EL are afforded instruction in ELD standards and in the state standards in each course. • Reading and Math intervention through both dedicated courses and after-school programs of support • English and Math Framework review, pacing and common assessment development.	ScienceDirect, February 2023: https://www.sciencedirect.com/science/article/abs/pii/S0742051X22003316). Professional development will focus on building educator capacity to implement high-quality, standards-aligned instruction that meets the needs of all learners through Best First Instruction. Outcomes include the development and implementation of common pacing guides and common assessments across all school sites to ensure coherence and equity in instructional delivery. Educators will be trained to analyze and disaggregate student data to identify learning trends and gaps, supporting data-driven decision-making. This will inform the design and delivery of commonly developed Tier I interventions within the general education setting, ensuring timely, differentiated support to address students' academic and behavioral needs in an inclusive and equitable manner, specifically developing lessons that are accessible to all students through scaffolded lessons where the learning needs of EL, foster, homeless, and low-income students are taken into consideration first.	Student performance on NWEA diagnostic assessments in English, math, and science Grades CAASPP results

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
	Given the identified academic underperformance of English Learners, foster youth, low-income, and students with disabilities, professional learning for staff members will include training on SLP, UDL, and MTSS models of support, Career Technical Education, and ELD standards. **Scope:** LEA-wide		
2.5	**Action:** Expanded Library Services **Need:** The LCAP survey, DAC, and DELAC responses indicated a desire to extend library hours and services to support students outside of the normal school day. In addition, It is often the case that students experiencing homelessness and students from low-income families, including EL and foster youth, do not have adequate space and internet access to be able to do homework or meet with peers in after-school clubs and organizations (Accredited Schools Online, "Supporting Homeless Students", October 25, 2022) **Scope:** LEA-wide	District schools will continue to extend library services through the support of a Library Technician at each District school and extend library hours through additional hourly pay for certificated and/or classified staff to facilitate before, during, and after school library services. These actions, though offered LEA-wide, will primarily benefit the unduplicated student populations. Again, it is the expectation/belief of the District that these actions will be most effective in meeting the goals for unduplicated students in providing adequate and safe learning environments in which to learn. Extended library services can help all students but are a major benefit to students who face economic, social, and academic barriers to learning. (“School Libraries - More Important Than Ever”, Teach Notes, Texas Computer Education Association, April 2017:	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Graduation rate Semester grades CAASPP results

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
		https://blog.tcea.org/importance-of-school-libraries/).	
2.7	**Action:** Maintain a 28.5 to 1 student-to-teacher ratio **Need:** This action is effective in meeting the goal for Unduplicated Pupil Population by reducing the student-to-teacher ratio allowing for more time for teachers to personally and meaningfully interact with students, thereby improving student outcomes. The need for this action was identified through the annual LCAP survey and through feedback gleaned from the District Advisory Committee where the desire to reduce the student-to-teacher ratio was indicated in an effort to better serve UPP. The class size reduction allows schools to reduce the student-to-teacher ratio in classes designed to improve academic skills for EL, Foster, and Low-income students. **Scope:** LEA-wide	This action, though offered LEA-wide, will primarily benefit the unduplicated student populations who make up more than 60% of the total student population. A study conducted by Finn, Gerber, and Boyd-Zaharias (2005) found that reduced class size had a positive impact on the academic achievement of high-needs students in mathematics and reading (Finn, J. D., Gerber, S. B., & Boyd-Zaharias, J. (2005). Small classes in the early grades, academic achievement, and graduating from high school. Journal of Educational Psychology). It is the District's expectation/belief that these actions will be most effective in meeting the goals for unduplicated students.	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Graduation rate The percentage of UPP graduating having met A-G requirements RFEP rates for EL CAASPP scores
2.8	**Action:** Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring **Need:** This action is effective in meeting the goal for UPP in that it provides one-to-one learning	This action, though offered LEA-wide, will primarily benefit the unduplicated student populations. Research has indicated several positive effects of one-to-one learning devices for at-risk students. These devices, such as laptops or tablets, can enhance engagement, personalized learning, and academic achievement among students facing various challenges. The District expects that this action will be most effective in meeting the goals for unduplicated students in that research	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Distribution reports Grades Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	devices (Chromebooks) for each student in order that they can easily access instructional materials where ever they have access to the internet and can contact their teachers through electronic means to receive feedback on their work product. The devices are portable and easily accessible. Instructional materials are all provided digitally throughout the district. Chromebooks were determined to be the most cost-effective device the district could use to provide students access to digital instructional materials. s. While many students' families can afford their own devices, low-income families and foster students often cannot afford such devices. The district purchases Chromebooks to ensure UPP has access to digital learning tool success will be determined through a review of usage reports in the applications and instructional materials **Scope:** LEA-wide	indicates positive outcomes for at-risk students (Kay, R. H., & Lauricella, S. (2011). “Exploring the benefits and challenges of using laptop computers in 1:1 classrooms for diverse learners” Journal of Research on Technology in Education).	
3.1	**Action:** Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	These actions are offered LEA-wide and will benefit all students. However, it is the expectation/belief that these actions will be most effective in meeting the goals for unduplicated students in that the dedicated administrative staff and restorative teams will supply community resources that will address the academic and social/emotional needs of our highest needs student populations of EL, foster, and low-income. The District expects that EL, foster, and low-	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Graduation rate A-G completion rate Number of students receiving mental health support

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: Given the underperformance of English Learners, foster youth, and low-income students and the increased suspension rates for the same student populations (See above Goal 1, action 1), and given the research suggesting that mentorships, personalized attention, and specific interventions targeting EL, foster youth, and low-income students result in positive student outcomes (Goal 1, action 1), the District has set aside funding for support staff directed primarily toward connecting students and their families to the school community, providing administrative support specific to EL, foster youth, low-income, and creating school-site restorative teams for students returning from suspension or long-term hospitalization. **Scope:** LEA-wide	income students will benefit the most from these actions and services. For example, Foster and Homeless Youth make up the largest percentage of students who qualify for graduation requirement waivers but the waivers also benefit all students who may find themselves in need of such waivers due to unforeseen circumstances related to the pandemic and the economic hardships that have become a reality for many families.	Discipline records State Assessments: CAASPP District diagnostic growth reports in English and Math
3.2	**Action:** Services to support student success and contribute to building a climate of support. **Need:** Given the identified academic underperformance of English Learners, foster youth, and low-income students, the services	While these activities will benefit all students, it is the belief of the District that these activities will primarily and most effectively meet the goals for unduplicated pupil populations in increasing both student and parent participation. The need for this action was identified through the annual LCAP survey and through feedback gleaned from the District Advisory Committee and through the District English Learner Advisory Committee.	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: The number of UPP taking advantage of mental health support agencies The number of times and utility of interpretation/translation

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
	listed above will increase the parent participation and student engagement of unduplicated student populations at school. Increased parent and student connection to their school increases student outcomes. In addition, increased social/emotional services to students and their families, as well as social/emotional training for staff members increases the likely hood that students will be more readily identified for and receive the kind of mental health support that will reduce absenteeism, reduce suicide and suicide attempts, increase student engagement, and increase both academic and positive social outcomes for all students, particularly for unduplicated student populations. Parent Engagement in Schools, Centers for Disease Control and Prevention, https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm#:~:text=Research%20shows%20that%20parent%20engagement%20in%20schools%20is,such%20as%20sexual%20risk%20behaviors%20and%20substance%20use.) Finn, J.D. (1993). School Engagement and Students at Risk. Washington, DC: National Center for Education Statistics, https://nces.ed.gov/pubs95/web/95741.asp The research indicates that parent engagement in their child's education and opportunities for high-needs students to participate in school activities increases the likely hood of students completing high school successfully and reduces the likely hood of high-needs students dropping out. These actions will increase parent and student engagement through more frequent		services used by each school The number of parents of UPP who take advantage of parent institutes and workshops Course Completion Rate State Assessment: CAASPP

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
	opportunities to make their voices heard in the development of educational programs and will increase student engagement and student connection to their school. **Scope:** LEA-wide		
3.3	**Action:** Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI. **Need:** Given the identified academic underperformance of English Learners, foster youth, and low-income students, the services listed above will increase the family participation and student engagement of unduplicated student populations at school. Increased parent and student connection to their school increases student outcomes. The Community Liaison and EL Family Liaisons work to connect families and students with their school community and to local resources to combat barriers to student engagement and academic success. The research indicates that parent engagement in their child's education and opportunities for high-needs	These actions will increase parent and student engagement through more frequent opportunities to make their voices heard in the development of educational programs and will increase student engagement and student connection to their school. While these activities will benefit all students, it is the belief of the District that these activities will primarily and most effectively meet the goals for unduplicated student populations in increasing both student and parent participation.	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Graduation rate A-G Completion rate RFEP rate Number of students receiving mental health support Discipline records Parent participation in workshops and parent institutes State Assessments (CAASPP and ELPAC) District Diagnostic Monitoring English and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students to participate in school activities increases the likely hood of students completing high school successfully and reduces the likely hood of high-needs students dropping out. Parent Engagement in Schools, Centers for Disease Control and Prevention, August 2018. https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm#:~:text=Research%20shows%20that%20parent%20engagement%20in%20schools%20is,such%20as%20sexual%20risk%20behaviors%20and%20substance%20use. **Scope:** LEA-wide		
3.4	**Action:** Comprehensive Health and Safety Program **Need:** LCAP surveys and focus group feedback identified the desire for a more comprehensive health and safety program of services. The services provided by the staff and the equipment, supplies mentioned above will continue and improve the health and safety of all students, and will target resource and assistance to unduplicated pupils.	This action, though offered LEA-wide to all students, will target supports that benefit the unduplicated student populations. Research consistently finds that students from low-income backgrounds face systemic challenges that impede academic success, including inadequate access to healthcare, nutrition, and family academic support (Berliner, 2009). These challenges include a lack of family support and access to basic needs, such as health and nutrition. Additionally, full-service community school models, promoted statewide, integrate academics with health and social services to support whole-child development, a strategy shown to improve outcomes for students affected by poverty (Dryfoos, 1994; CDE, 2024d)	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Mental health service provider monthly reports+ Suspensions Expulsions Attendance rate Student, staff, and parent survey responses related to safe and healthy school climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	**Action:** Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS. **Need:** Unduplicated Pupil population groups, Hispanic and Homeless Youth at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS were indicated in "red" on the School Dashboard for CCI. Increasing industry certifications, dual enrollment opportunities, and hands-on skill development will help increase UPP opportunities to attend a two-year college or move successfully into a career. Employment and Earnings: Increased exposure to CTE has been linked to higher employment rates and wages. For example, students who participate in focused sequences of CTE courses aligned to specific industries are more likely to graduate from high school, enroll in two-year colleges, and gain	This action strengthens the sustainability of CTE access and career exploration for Unduplicated Pupil Groups, Hispanic and Homeless Youth at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS. This action supports early career pathway awareness, field experiences, and mentor programs aligned to regional labor market demand. Evidence shows that CTE pathway completion is associated with increased postsecondary earnings, and this action is designed to provide UPP students earlier and more structured access to these opportunities. These strategies ensure that students with the most need receive equitable access to CTE opportunities that directly support long-term career success. In addition to UPP students, Students with Disabilities (SWD) also benefit significantly from CTE pathways. These programs offer multiple learning modalities, flexible accommodations, and hands-on experiences that align with Individualized Education Plans (IEPs). CTE provides inclusive environments and job-ready training that builds independence, confidence, and pathways toward competitive employment. English Learners (EL) benefit from structured project-based instruction that supports vocabulary development and academic language acquisition, while SED students gain access to industry-recognized certifications and career mentorship	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Pathway Completion Rate Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	employment with higher wages compared to their peers (https://fordhaminstitute.org/national/research/career-and-technical-education-high-school-does-it-improve-student-outcomes) **Scope:** LEA-wide	that might otherwise be unavailable due to financial barriers	
3.6	**Action:** Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI. **Need:** LCAP surveys and focus group feedback identified the need for more opportunities for students to connect to their school community through interest-based activities and events. The survey responses show that UPP take advantage of extra-curricular opportunities less frequently than the general student population. Unduplicated student populations, in particular, indicated that UPP do not participate in extracurricular activities due to economic hardship and/or the difficulties associated with their living arrangements.	The District will provide each school with funds to develop and implement programs that meet student interests and will be available at dates and times that are conducive to students' daily schedules. Some of the funds will be used to promote the extra-curricular opportunities at each school and will be specifically targeted at the UPP to encourage them to take advantage of the available opportunities. Participation in extracurricular activities has been linked to higher levels of school engagement among high-needs students. Involvement in clubs, sports, or arts can foster a stronger connection to the school, reduce absenteeism, and promote a sense of purpose and belonging (Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. Review of Educational Research). These actions are offered LEA-wide and will benefit all students. However, it is the expectation/belief that these actions will be most effective in meeting the goals for unduplicated students since UPP makes up a majority of the student population.	Success will be measured by monitoring the number of UPP participating in extra-curricular activities.

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		
3.7	**Action:** Transportation Services **Need:** In reviewing survey data related to student participation in extra-curricular activities, the data revealed that UPP does not participate as much as other students due, in part, to lack of transportation to athletic events and field trips. Involvement in clubs, sports, or arts can foster a stronger connection to the school, reduce absenteeism, and promote a sense of purpose and belonging (Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. Review of Educational Research). **Scope:** LEA-wide	The district will provide transportation to athletic activities and pupil field trips where needed so that UPP can take advantage of extra-curricular activities at higher rates. Participation in extracurricular activities has been linked to higher levels of school engagement among high-needs students.	Success will be measured by monitoring the number of UPP participating in extra-curricular activities.

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
1.4	**Action:** Staffing and services to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments. **Need:** State CAASPP results indicate the need for increased support for EL in English and math, as well as the most recent Federal Program Monitoring Review that indicated the need to provide ongoing dedicated ELD instruction for students who have not yet been Reclassified as Fluent English Proficient (RFEP) and who have passed ELD 3. **Scope:** Limited to Unduplicated Student Group(s)	Supporting one additional period (.20 FTE) of ELD 1 for all schools - allows schools to provide a two-hour block of concentrated English Language Development specifically targeting EL to help them rapidly acquire English such that it can be used to converse and in which to learn content area subject matter. Supporting an additional section of ELD (ELD 4 for example) will provide targeted instruction for students who have not yet been reclassified. These actions and services are offered District wide because the number of LTEL needing additional designated ELD is significant at each District school (2024/25): FUHS - 116 BPHS - 261 LHHS - 64 LSHS - 25 LVHS - 71 SOHS - 100 SHHS - 69 TRHS - 62 Research shows that students acquiring a new language benefit from focused and intensive structured immersion in the new language. When ELD is a priority and when it is emphasized within the school day, students tend to perform better. (ELD, American Federation of Teachers, 2013; https://www.aft.org/periodical/american-	ELPAC outcomes RFEP rate CAASPP results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		educator/summer-2013/english-language-development)	

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.

The district's class size reduction initiative, though implemented LEA-wide, is strategically designed to primarily benefit unduplicated students—who make up over 60% of the student population—by reducing class sizes to a 28.5:1 student-to-teacher ratio. This allows for more individualized instruction, increased student engagement, and improved academic outcomes in areas such as math and reading. The action was developed in direct response to stakeholder input gathered through the LCAP survey and District Advisory Committee feedback, and reflects the district's belief that smaller class sizes are a key strategy for meeting the academic needs of English Learners, Foster Youth, and Low-Income students, thereby advancing district goals for these populations. (Goal 2, Action 7)

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	1:90	1:54
Staff-to-student ratio of certificated staff providing direct services to students	1:23	1:19

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$156,149,844	25,193,216	16.134%	0.000%	16.134%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$182,920,827.00	$3,994,977.00	$0.00	$1,029,000.00	$187,944,804.00	$171,215,324.00	$16,729,480.00

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	Staffing to improve and increase student achievement and outcomes.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$5,126,241.00	$0.00	$4,901,241.00			$225,000.00	$5,126,241.00	
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$75,000.00	$75,000.00				$75,000.00	
1	1.3	Services to provide academic guidance support, college exploration, and improving reading skills for unduplicated pupils, including EL, who performed in the red indicator on the 22/23 California School Dashboard. This action also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BPHS and SOHS for EL and FUHS, SOHS, and SHHS for SWD	2024-2027	$0.00	$246,159.00	$221,159.00	$25,000.00			$246,159.00	
1	1.4	Staffing and services to improve programs/services that will contribute to EL	English Learners	Yes	Limited to Unduplicated	English Learners	Specific Schools: BPHS &	2024-2027	$562,985.00	$0.00	$562,985.00				$562,985.00	

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
		students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments.			Student Group(s)		SOHS									
1	**1.5**	AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$282,493.00	$68,559.00	$351,052.00				$351,052.00	
1	**1.6**	Tutoring both inside and outside the school day.	All	No			All Schools Specific Schools: BPHS, FUHS, LVHS, SOHS, and SHHS	2024-2027	$118,986.00	$31,014.00		$150,000.00			$150,000.00	
1	**1.7**	Instructional support in general education classes including support for Long-term ELs.	Primary EL students	No			All Schools Specific Schools: FUHS, LHHS, LVHS, SOHS, SHHS, TRHS , BPHS	2024-2027	$210,000.00	$0.00		$210,000.00			$210,000.00	
1	**1.8**	The Opportunity Program at La Sierra High School for high-needs students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: La Sierra High School Grade 10	2024-2027	$639,323.00	$96,673.00	$735,996.00				$735,996.00	
1	**1.9**	Teachers on Special Assignment (TOSAs) - subject specific.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$1,293,360.00	$0.00	$1,089,360.00	$204,000.00			$1,293,360.00	
1	**1.10**	Services to provide academic guidance support, college exploration, and improving reading skills for SWD which had a red indicator on the 22/23 California School Dashboard.	Students with Disabilities	No			All Schools Specific Schools: BPHS, FUHS, LHHS, LSHS, LVHS,	2024-2027	$0.00	$0.00		$0.00			$0.00	

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
		This metric also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.					SHHS, TRHS									
2	**2.1**	Equipment, supplies, and technology.	All	No			All Schools	2024-2025	$0.00	$6,200,000.00	$6,200,000.00				$6,200,000.00	
2	**2.2**	Basic Staffing	All	No			All Schools	2024-2025	$147,575,917.00	$0.00	$147,575,917.00				$147,575,917.00	
2	**2.3**	Summer School Program	All	No			All Schools	2024-2025	$800,000.00	$100,000.00		$900,000.00			$900,000.00	
2	**2.4**	Services to provide professional learning opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$507,072.00	$165,000.00	$388,072.00			$284,000.00	$672,072.00	
2	**2.5**	Expanded Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$646,161.00	$0.00	$646,161.00				$646,161.00	
2	**2.6**	Staff development days (maintain 186-day work year).	All	No			All Schools	2024-2027	$2,250,000.00	$0.00	$2,250,000.00				$2,250,000.00	
2	**2.7**	Maintain a 28.5 to 1 student-to-teacher ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,414,718.00	$0.00	$1,414,718.00				$1,414,718.00	
2	**2.8**	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,210,000.00	$2,210,000.00				$2,210,000.00	
3	**3.1**	Staffing to provide oversight and support to students to increase	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific	2024-2027	$3,312,185.00	$0.00	$3,312,185.00				$3,312,185.00	

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
		attendance and graduation rates as well as to reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Low Income			Low Income	Schools: BPHS - Homeless and African American Students; LHHS - EL and SWD; LVHS - HY, LI, and Hispanic; Fullerton HS, Disc and Grad rates									
3	3.2	Services to support student success and contribute to building a climate of support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,000.00	$651,670.00	$654,670.00				$654,670.00	
3	3.3	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,287,144.00	$0.00	$1,077,144.00			$210,000.00	$1,287,144.00	
3	3.4	Comprehensive Health and Safety Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,169,762.00	$400,000.00	$3,569,762.00				$3,569,762.00	
3	3.5	Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BPHS, FUHS, LHHS, LSHS, LVHS,	2024-2027	$251,424.00	$4,945,405.00	$3,215,405.00	$1,671,424.00		$310,000.00	$5,196,829.00	

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
		Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.					SHHS, TRHS, LHHS									
3	3.6	Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$20,000.00	$50,000.00	$70,000.00				$70,000.00	
3	3.7	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,200,000.00	$300,000.00	$1,500,000.00				$1,500,000.00	
3	3.8	Comprehensive Health and Safety Program (non- contributing)	All	No			All Schools	2024-2027	$0.00	$900,000.00	$900,000.00				$900,000.00	
4	4.1	Implement an enhanced version of an already successful District program, ABC, that will provide more structure, support, and resources including, daily Tier III wellness support and wrap-around services.	Socio-economically Disadvantaged, English Learners, Homeless, and Hispanic and Students with Disabilities	No			All Schools Specific Schools: La Vista High School	2024-2026	$544,553.00	$290,000.00		$834,553.00			$834,553.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$156,149,844	25,193,216	16.134%	0.000%	16.134%	$25,994,910.00	0.000%	16.647 %	**Total:**	$25,994,910.00
								LEA-wide Total:	$25,361,925.00
								Limited Total:	$562,985.00
								Schoolwide Total:	$70,000.00

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	1.1	Staffing to improve and increase student achievement and outcomes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,901,241.00	
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	1.3	Services to provide academic guidance support, college exploration, and improving reading skills for unduplicated pupils, including EL, who performed in the red indicator on the 22/23 California School Dashboard.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BPHS and SOHS for EL and FUHS, SOHS, and SHHS for SWD	$221,159.00	

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 (%)
		This action also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.						
1	1.4	Staffing and services to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments.	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BPHS & SOHS	$562,985.00	
1	1.5	AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$351,052.00	
1	1.8	The Opportunity Program at La Sierra High School for high-needs students.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: La Sierra High School Grade 10	$735,996.00	
1	1.9	Teachers on Special Assignment (TOSAs) - subject specific.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,089,360.00	
2	2.4	Services to provide professional learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$388,072.00	
2	2.5	Expanded Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$646,161.00	
2	2.7	Maintain a 28.5 to 1 student-to-teacher ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,414,718.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,210,000.00	
3	3.1	Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BPHS - Homeless and African American Students; LHHS - EL and SWD; LVHS - HY, LI, and Hispanic; Fullerton HS, Disc and Grad rates	$3,312,185.00	
3	3.2	Services to support student success and contribute to building a climate of support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$654,670.00	
3	3.3	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,077,144.00	
3	3.4	Comprehensive Health and Safety Program	Yes	LEA-wide	English Learners Foster Youth	All Schools	$3,569,762.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.5	Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, TRHS, LHHS	$3,215,405.00	
3	3.6	Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
3	3.7	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$187,250,278.00	$187,939,908.00

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**	Staffing to improve and increase student achievement and outcomes.	Yes	$5,206,403.00	5,193,450
1	**1.2**	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms.	Yes	$12,000.00	12,000
1	**1.3**	Services to provide academic guidance support, college exploration, and improving reading skills for all identified students including EL, which had a red indicator on the 22/23 California School Dashboard. This metric also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Yes	$338,955.00	338,955
1	**1.4**	Staffing and services to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments.	Yes	$445,625.00	226,253

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	1.5	AVID Program	Yes	$1,565,671.00	1,600,935
1	1.6	Tutoring both inside and outside the school day.	Yes	$150,000.00	150,000
1	1.7	Instructional support in general education classes including ELD classes.	Yes	$657,618.00	959,504
1	1.8	The Opportunity Program at La Sierra High School for high-needs students.	Yes	$754,709.00	754,833
1	1.9	Teachers on Special Assignment (TOSAs) - subject specific.	No	$1,500,000.00	1,500,000
1	1.10	Services to provide academic guidance support, college exploration, and improving reading skills for SWD which had a red indicator on the 22/23 California School Dashboard. This metric also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	No	$0.00	0
2	2.1	Equipment, supplies, and technology.	No	$6,200,000.00	6,200,000
2	2.2	Basic Staffing	No	$149,494,623.00	149,494,623
2	2.3	Summer School Program	No	$450,000.00	450,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Services to provide professional learning opportunities and additional meal support for non-student days.	Yes	$400,000.00	480,000
2	**2.5**	Expanded Library Services	Yes	$634,812.00	657,849
2	**2.6**	Staff development days (maintain 186-day work year).	No	$2,252,000.00	2,250,000
2	**2.7**	Maintain a 28.5 to 1 student-to-teacher ratio	Yes	$1,300,000.00	1,300,000
2	**2.8**	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	Yes	$2,150,000.00	2,230,000
3	**3.1**	Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, Homeless, and LI.	Yes	$2,760,376.00	2,867,510
3	**3.2**	Services to support student success and contribute to building a climate of support.	Yes	$222,000.00	1,100,000

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	3.3	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, Homeless, and LI.	Yes	$1,056,854.00	922,864
3	3.4	Comprehensive Health and Safety Program (contributing)	Yes	$4,895,602.00	4,026,579
3	3.5	Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for all students but specifically for SWD, EL, Hispanic, LI, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	No	$1,920,000.00	1,920,000
3	3.6	Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, Homeless, and LI.	Yes	$70,000.00	70,000
3	3.7	Transportation Services	Yes	$1,250,000.00	1,500,000

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	**3.8**	Comprehensive Health and Safety Program (non- contributing)	No	$900,000.00	900,000
4	**4.1**	Implement an enhanced version of an already successful District program, ABC, that will provide more structure, support, and resources including, daily Tier III wellness support, IEP support where needed, and wrap-around services.	No	$663,030.00	834,553

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
24,755,979	$23,870,625.00	$24,755,979.00	($885,354.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staffing to improve and increase student achievement and outcomes.	Yes	$5,206,403.00	5,193,450		
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms.	Yes	$12,000.00	12,000		
1	1.3	Services to provide academic guidance support, college exploration, and improving reading skills for all identified students including EL, which had a red indicator on the 22/23 California School Dashboard. This metric also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Yes	$338,955.00	338,955		
1	1.4	Staffing and services to improve programs/services	Yes	$445,625.00	226,253		

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)
		that will contribute to EL students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments.					
1	**1.5**	AVID Program	Yes	$1,565,671.00	1,600,935		
1	**1.6**	Tutoring both inside and outside the school day.	Yes	$150,000.00	150,000		
1	**1.7**	Instructional support in general education classes including ELD classes.	Yes	$657,618.00	959,504		
1	**1.8**	The Opportunity Program at La Sierra High School for high-needs students.	Yes	$754,709.00	754,833		
2	**2.4**	Services to provide professional learning opportunities and additional meal support for non-student days.	Yes	$400,000.00	480,000		
2	**2.5**	Expanded Library Services	Yes	$634,812.00	657,849		
2	**2.7**	Maintain a 28.5 to 1 student-to-teacher ratio	Yes	$1,300,000.00	1,971,940		
2	**2.8**	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	Yes	$2,150,000.00	2,230,000		
3	**3.1**	Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to	Yes	$2,760,376.00	2,867,510		

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)
		reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, Homeless, and LI.					
3	**3.2**	Services to support student success and contribute to building a climate of support.	Yes	$222,000.00	1,150,000		
3	**3.3**	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, Homeless, and LI.	Yes	$1,056,854.00	922,864		
3	**3.4**	Comprehensive Health and Safety Program (contributing)	Yes	$4,895,602.00	3,669,886		
3	**3.6**	Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, Homeless, and LI.	Yes	$70,000.00	70,000		

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)
3	**3.7**	Transportation Services	Yes	$1,250,000.00	1,500,000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
156,322,288	24,755,979	0	15.836%	$24,755,979.00	0.000%	15.836%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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