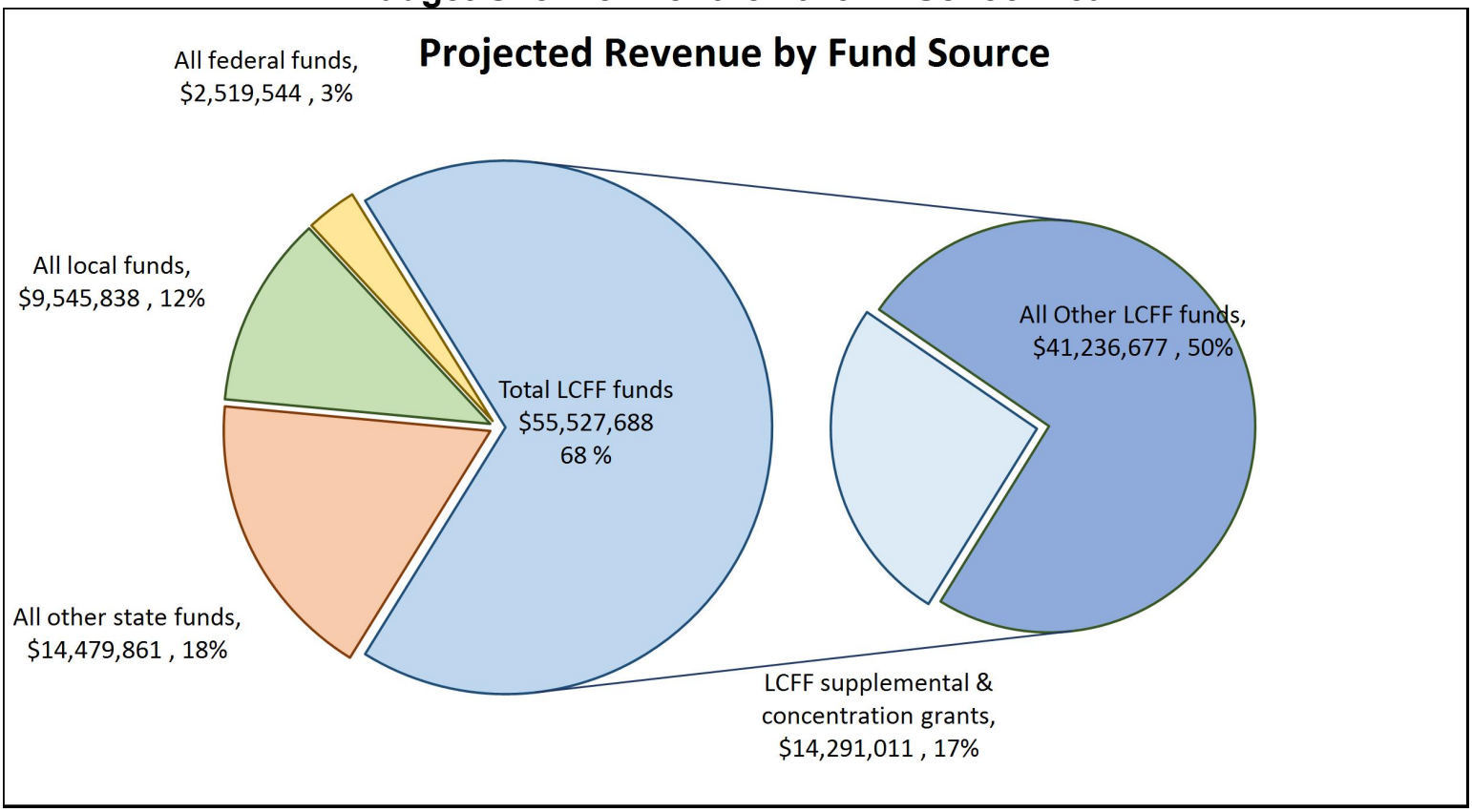
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buena Park Elementary School District
CDS Code: 30-66456-0000000
School Year: 2026-27
LEA contact information:
Dr. Julienne Lee
Superintendent
juliennelee@bpsd.us
(714) 522-8412

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

Budget Overview for the 2026-27 School Year

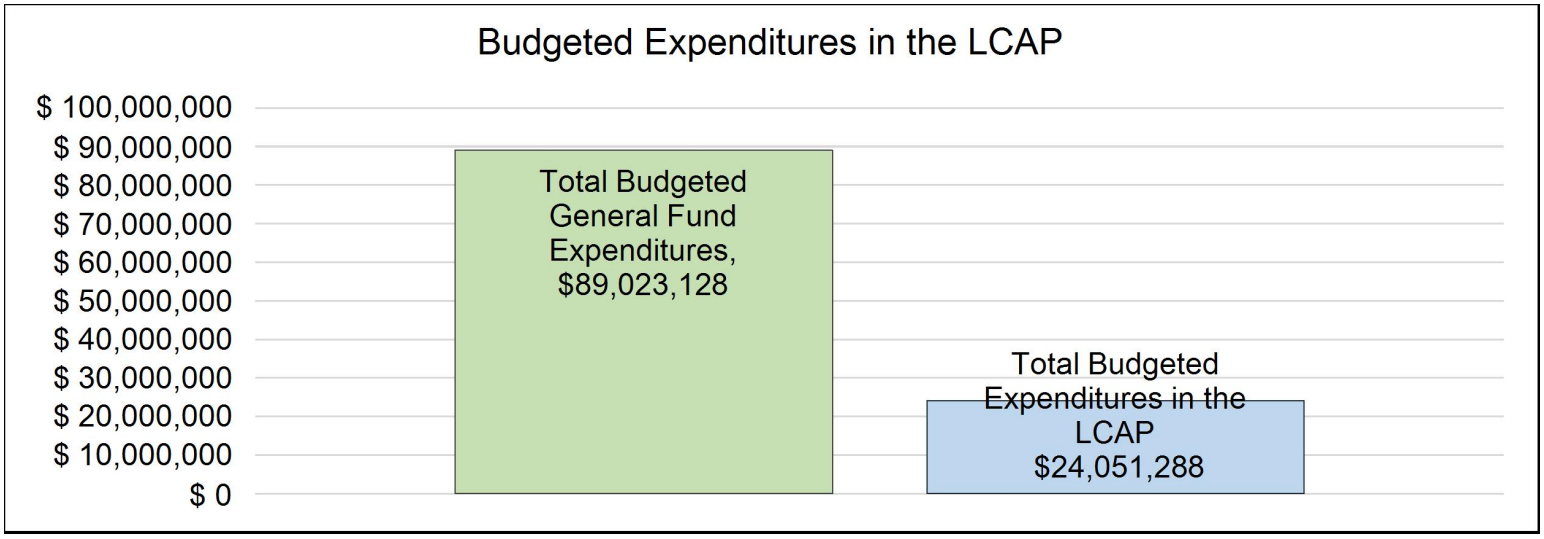


This chart shows the total general purpose revenue Buena Park Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Buena Park Elementary School District is $82,072,931, of which $55,527,688 is Local Control Funding Formula (LCFF), $14,479,861 is other state funds, $9,545,838 is local funds, and $2,519,544 is federal funds. Of the $55,527,688 in LCFF Funds, $14,291,011 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 Buena Park Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Buena Park Elementary School District plans to spend $89023128.09 for the 2026-27 school year. Of that amount, $24,051,288 is tied to actions/services in the LCAP and $64,971,840.09 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

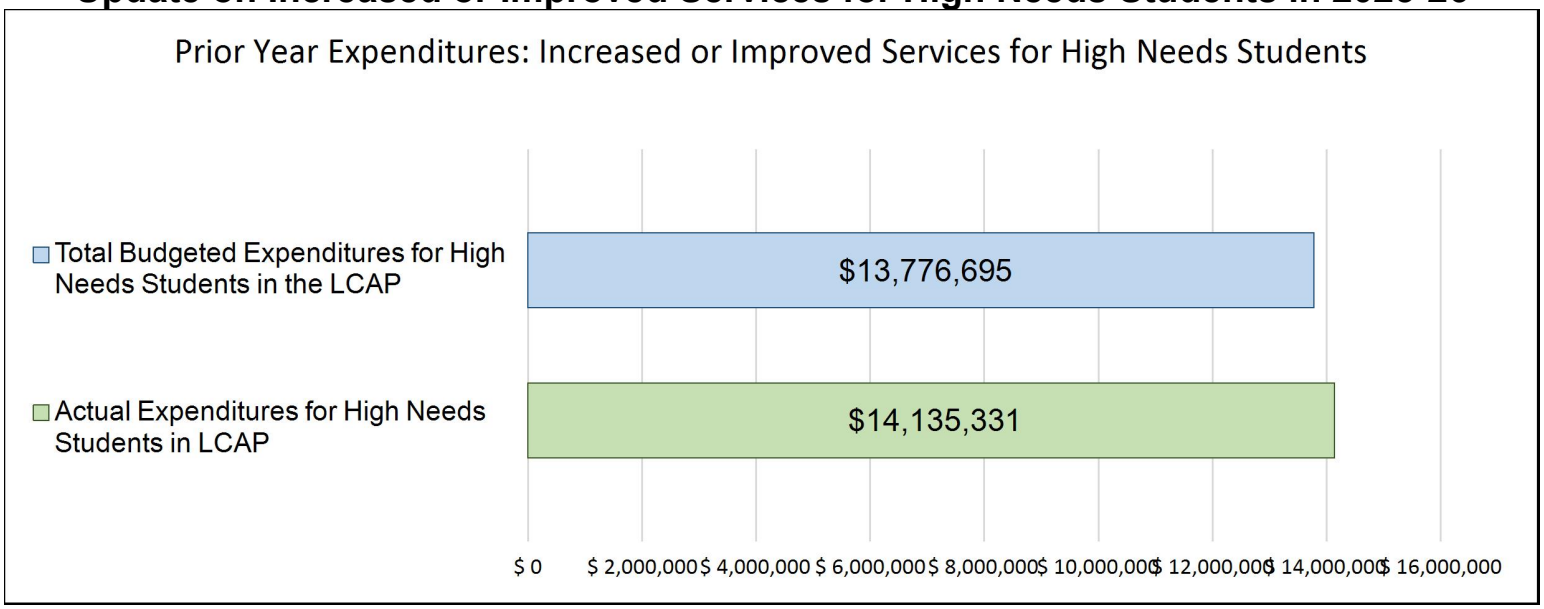
The Budgeted expenditures that are not included in the LCAP will be used for the cost of Certificated, Classified, and Management staff related to the general education program and services provided by the District. In addition the overhead and administrative expenditures such as utilities, property and liability insurance, payroll, and other contracted services and supplies are required for the operations of the school and district.

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

In 2026-27, Buena Park Elementary School District is projecting it will receive $14,291,011 based on the enrollment of Foster Youth, English learner, and low-income students. Buena Park Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Buena Park Elementary School District plans to spend $14,439,129 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Buena Park Elementary School District's LCAP budgeted $13,776,695 for planned actions to increase or improve services for high needs students. Buena Park Elementary School District actually spent $14,135,331 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Buena Park Elementary School District	Dr. Julienne Lee Superintendent	juliennelee@bpsd.us (714) 522-8412

Plan Summary [2026-27]

General Information

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

Buena Park School District's mission is to "Inspire and Ignite the passion of all students to pursue high achievement; empowering them to follow their passions". BPSD consists of five TK through 5th-grade elementary schools, and two 6th- through 8th-grade middle schools that are all identified as Title 1 schools. There are also preschool programs at the Buena Park Learning Center. As of October 1, 2025, we serve a diverse ethnic and socio-economic student population of 3671 TK-8th students who speak over 30 primary languages at home, with a majority speaking Spanish, Korean, and Tagalog. Our children live in the diverse cities of Buena Park, Fullerton, La Mirada, Anaheim, and La Palma. Based on the most current data submitted and certified in CALPADS as of the first Wednesday of October for the 2025-2026 school year, approximately 26% of our students are English language learners, 83% are considered low-income, about 0.6% are foster youth, 5% are students experiencing homelessness, and 17% receive Special Education services.

Students in our district experience a rigorous and comprehensive curriculum taught through integrated, standards-based instruction and supported by technology. All students in grades PK through 8th have access to devices to support and individualize learning. We will strive to increase the number of students who meet or exceed grade-level standards as measured by state and local assessments. BPSD is proud of its over 541 committed staff members who strive to provide a safe and positive learning environment daily for students. Approximately 254 are certificated teachers and administrators. Another 287 are classified employees and management who support our goal of providing outstanding academic programs for students. Parents are supported by offering quality before and after-school programs through Kid Connection and the Expanded Learning Opportunities program (ELO-P) in partnerships with community organizations, and through our grant-funded After-School Education and Safety (ASES) program run in collaboration with Cal State Fullerton. These options will continue to grow through the ELOP funding to offer more enrichment opportunities and academic intervention. Parent engagement is always encouraged

and welcome at both site and district levels through many engaging events, workshops, and opportunities to participate both online and in-person (when safe to do so) in various advisory committees such as SSC, ELAC/DELAC, LCAP Steering Committee, and other groups.

Reflections: Annual Performance

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

2025-26

A critical component of developing a responsive LCAP is the comprehensive analysis of both state and local data. As part of this process, the District conducted a thorough review of California School Dashboard indicators and local performance measures. This analysis identified notable progress in key areas while also highlighting persistent disparities among specific student groups. These findings informed the priorities and actions outlined in this plan.

The District met the "Standard Met" level for several local indicators, including appropriate teacher assignments, student access to standards-aligned instructional materials, and safe, well-maintained facilities. Additionally, the District met standards for Parent and Family Engagement and School Climate, as determined by the annual local climate survey measuring connectedness and safety.

Attendance, Chronic Absenteeism, and Suspensions
The District's 2023–24 attendance data indicates a 93.59% attendance rate as of March 2024. The District's 2024–25 attendance data indicates a 94.2% attendance rate as of March 2025. The District's 2025-26 attendance data indicates a 94.85% rate as of March 2026, reflecting a slight increase from the year prior.

As of March 31, 2026, updated subgroup attendance rates show progress in most areas:
Students with Disabilities: 93.32% (improved from 92.5%)
Homeless: 91.4% (improved from 89.6%)
Foster Youth: 95.27% (maintained from 95.4%)
English Learners: 95.47% (improved from 94.4%)
African American: 94.12% (maintained from 94.2%)

While these rates reflect positive movement, the District aims to increase overall attendance to 96% and raise subgroup attendance rates by at least 3% annually.

In the area of Chronic Absenteeism, the 2023 Dashboard reported that 24.7% of students were chronically absent, placing the District in the Orange performance level. The 2024 Dashboard shows improvement, with 18.8% of students chronically absent, moving the District into the Yellow performance level. The 2025 Dashboard shows continued improvement, with 16.5% of students chronically absent, maintaining a Yellow performance level.

Despite this improvement, several subgroups continue to experience high rates:
Homeless: 35.8% (down/improved from 42.4%)
African American: 30.2% (down/improved from 34%)

Students with Disabilities: 23.9% (down/improved from 26.8%)
English Learners: 15.2% (down/improved from 16.8%)
Socioeconomically Disadvantaged: 18.7% (down/improved from 21.2%)
Foster Youth: 18.8% (down/improved from 27.3%)
Long-Term English Learners: 19.8% (down/improved from 19.4%)

Schools with subgroup performance at the lowest level in chronic absenteeism based on the 2025 Dashboard include:
Buena Park Middle School: Homeless – 36.4%, African American – 36.7%
Arthur F. Corey: English Learners – 13.2%, SWD – 21.2%
Whitaker: ELL – 16%, SWD – 27.4%, Hispanic – 21.1%
Emery: ELL – 2.5%
Pendleton: ELL – 19.3%

The District will continue efforts to reduce chronic absenteeism by 3% annually across all subgroups and improve tiered systems of support, including family outreach, incentives, and partnerships.

In terms of suspensions, the District also showed improvement. The 2023 Dashboard showed 2.8% of students suspended at least once, while the 2024 Dashboard decreased to 2.0%, maintaining an Orange performance level. The 2025 Dashboard shows continued improvement, with 1.3% of students suspended, moving the District into the Green performance level.

Suspension rates by subgroup:
African American: 2.3% (down/improved from 3.4%)
Homeless: 3.2% (maintained)
English Learners: 1.3% (down/improved from 2.4%)
Students with Disabilities: 3.3% (down/improved from 3.7%)
Socioeconomically Disadvantaged: 1.6% (down/improved from 3.2%)
Long-Term English Learners: 3.7% (down/improved from 7.3%)
Foster Youth: 1.9% (down/improved from 3.3%)

Site-level data reflects improvement:
Buena Park Middle School: Homeless – 3.5%, African American – 3.2%
Gordon H. Beatty Middle School: White – 5.9%

Almost all student groups showed decreased suspension rates. The District will continue its focus on restorative practices, trauma-informed strategies, and alternatives to suspension. These include expanded use of behavior intervention teams, site-level SEOCs (Student and Family Outreach Coordinators), and access to mental health services.

Academic Achievement and MTSS Implementation
2025 CAASPP results in ELA and Math reflect continued growth:
ELA DFS: –19.4 (improved from –25.2)

Math DFS: –39.9 (improved from –41.9)

Notable subgroup gains from baseline for CAASPP include:
English Language Learners (ELL): ELA: -45 pts (improved 12.3 pts), Math: -61.2 pts (improved 11.1 pts)
Socioeconomically Disadvantaged: ELA: -34.8 pts (improved 6.7pts), Math: -56.6 pts (improved 5.7 pts)
Homeless: ELA: -78.8 pts (improved 5.6 pts)

i-Ready Diagnostic (Winter 2025) showed positive gains:
Reading: 43% of students were Early/On/Above Grade Level (improved from 41%)
Math: 33% were Early/On/Above Grade Level

ELPAC results showed 47% of English Learners made annual progress—a slight increase from the prior year. The reclassification rate is approximately 11% or 104 students in 2025–26 (prior year 9.5%).

Supported by the Learning Recovery Emergency Block Grant (LREBG), Buena Park School District has expanded its Learning Recovery Program under Action 1.7 to address persistent performance gaps through a strengthened Multi-Tiered System of Supports (MTSS). These targeted supports are aligned with the District's CARE Pathway and are designed to ensure equitable access to high-quality instruction, address disproportionality, and improve student outcomes across all tiers of support. To address persistent performance gaps, the District has strengthened its Multi-Tiered System of Supports (MTSS), emphasizing targeted intervention across three tiers:
Tier 1: High-quality, standards-aligned instruction supported by instructional coaches focused on high-impact strategies.
Tier 2: Small-group, data-driven instructional support tailored to emerging student needs.
Tier 3: Intensive foundational literacy interventions provided by learning coaches for students performing two or more grade levels below.

As part of a comprehensive needs assessment, the MTSS Steering Committees conducted staff fishbowl discussions, stakeholder surveys, and analysis of student performance data, including i-Ready results. This process identified critical needs in foundational literacy at both Tier 1 and Tier 3 levels. In response, the District adopted new curriculum materials following a districtwide audit, prioritized foundational reading instruction, and provided all teachers with ongoing professional development. Teachers are supported with diagnostic tools and protected collaboration time to make informed instructional decisions. Through these targeted efforts, the District is committed to addressing disproportionality, improving outcomes for all students, and ensuring equitable access to high-quality education and support system
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2024-25 Data
A critical component of developing a responsive LCAP is the comprehensive analysis of both state and local data. As part of this process, the District conducted a thorough review of California School Dashboard indicators and local performance measures. This analysis identified notable progress in key areas while also highlighting persistent disparities among specific student groups. These findings informed the priorities and actions outlined in this plan.

The District met the "Standard Met" level for several local indicators, including appropriate teacher assignments, student access to standards-aligned instructional materials, and safe, well-maintained facilities. Additionally, the District met standards for Parent and Family Engagement and School Climate, as determined by the annual local climate survey measuring connectedness and safety.

Attendance, Chronic Absenteeism, and Suspensions
The District's 2023–24 attendance data indicates a 93.59% attendance rate as of March 2024. Subgroup attendance data highlights areas of both strength and concern:
Students with Disabilities: 91.86%
Homeless: 88.14%
Foster Youth: 94.88%
English Learners: 94.14%
African American: 88%

As of March 31, 2025, updated subgroup attendance rates show progress in most areas:
Students with Disabilities: 92.5%
Homeless: 89.6%
Foster Youth: 95.4%
English Learners: 94.4%
African American: 91.2%

While these rates reflect positive movement, the District aims to increase overall attendance to 96% and raise subgroup attendance rates by at least 3% annually.

In the area of Chronic Absenteeism, the 2023 Dashboard reported that 24.7% of students were chronically absent, placing the District in the Orange performance level. The 2024 Dashboard shows improvement, with 18.8% of students chronically absent, moving the District into the Yellow performance level.

Despite this improvement, several subgroups continue to experience high rates:
Homeless: 42.4%
African American: 34%
Students with Disabilities: 26.8%
English Learners: 18.6%
Socioeconomically Disadvantaged: 21.2%
Foster Youth: 27.3%
Long-Term English Learners: 19.4%

Schools with subgroup performance at the lowest level in chronic absenteeism include:
Buena Park Middle School: Homeless – 42.9%, African American – 48.1%
Arthur F. Corey: English Learners – 17.8%, SWD – 32.1%
Whitaker: ELL – 18.3%, SWD – 33.8%, Hispanic – 27.3%
Emery: ELL – 8.5%
Pendleton: ELL – 21.7%

The District will continue efforts to reduce chronic absenteeism by 3% annually across all subgroups and improve tiered systems of support, including family outreach, incentives, and partnerships.

In terms of suspensions, the District also showed improvement. The 2023 Dashboard showed 2.8% of students suspended at least once, while the 2024 Dashboard decreased to 2.0%, maintaining an Orange performance level.

Suspension rates by subgroup (2024):
African American: 3.4% (down from 7.2%)
Homeless: 3.2% (down from 5.8%)
English Learners: 2.4%
Students with Disabilities: 3.7%
Socioeconomically Disadvantaged: 3.2%
Long-Term English Learners: 7.3%
Foster Youth: 3.3%

Site-level data reflects some continued areas of concern:
Buena Park Middle School: Homeless – 8.3%, African American – 6.5%
Gordon H. Beatty Middle School: White – 13.9%

Although several student groups showed decreased suspension rates, African American and homeless students remain disproportionately impacted. In response, the District will continue its focus on restorative practices, trauma-informed strategies, and alternatives to suspension. These include expanded use of behavior intervention teams, site-level SEOCs (Student and Family Outreach Coordinators), and access to mental health services.

Academic Achievement and MTSS Implementation
CAASPP results in ELA and Math reflect continued growth:
ELA DFS: –25.2 (improved from –28.6)
Math DFS: –41.9 (improved from –45.6)

i-Ready Diagnostic (Winter 2024) showed positive gains:
Reading: 41% of students were Early/On/Above Grade Level
Math: 35% were Early/On/Above Grade Level

Notable subgroup gains include:
ELL Reading: 30% (+4%), Math: 22% (+6%)
SWD Math: 11% (+5%)
Socioeconomically Disadvantaged Math: 27% (+3%)

ELPAC results showed 46.8% of English Learners made annual progress—a 3.6% decrease from the prior year. The reclassification rate also rose by 6.5 points, with 55.3% of eligible students reclassified in 2024–25 (up from 47.2%).

Supported by the Learning Recovery Emergency Block Grant (LREBG), Buena Park School District has expanded its Learning Recovery Program under Action 1.7 to address persistent performance gaps through a strengthened Multi-Tiered System of Supports (MTSS). These targeted supports are aligned with the District's CARE Pathway and are designed to ensure equitable access to high-quality instruction, address disproportionality, and improve student outcomes across all tiers of support. To address persistent performance gaps, the District has strengthened its Multi-Tiered System of Supports (MTSS), emphasizing targeted intervention across three tiers:
Tier 1: High-quality, standards-aligned instruction supported by instructional coaches focused on high-impact strategies.
Tier 2: Small-group, data-driven instructional support tailored to emerging student needs.
Tier 3: Intensive foundational literacy interventions provided by learning coaches for students performing two or more grade levels below.

As part of a comprehensive needs assessment, the MTSS Steering Committees conducted staff fishbowl discussions, stakeholder surveys, and analysis of student performance data, including i-Ready results. This process identified critical needs in foundational literacy at both Tier 1 and Tier 3 levels. In response, the District adopted new curriculum materials following a districtwide audit, prioritized foundational reading instruction, and provided all teachers with ongoing professional development. Teachers are supported with diagnostic tools and protected collaboration time to make informed instructional decisions. Through these targeted efforts, the District is committed to addressing disproportionality, improving outcomes for all students, and ensuring equitable access to high-quality education and support systems.

2022-23
Based on the 2023 California School Dashboard, the following district student groups, schools, and/or student groups within a school were identified with Red indicators, requiring targeted support and actions to address areas of greatest need.

English Language Arts:
District: Homeless Youth, Students with Disabilities
Buena Park Middle School: English Learners, Homeless Youth
James A. Whitaker: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mabel L. Pendleton: English Learner, Students with Disabilities

Chronic Absenteeism:
District: African American, Multiple Races
Arthur F. Corey: English Learner, Students with Disabilities
Buena Park Middle School: Homeless Youth, African American
Charles E. Emery: English Learner
James A. Whitaker: All, English Learner, Students with Disabilities, Hispanic
Mabel L. Pendleton: English Learner

Suspension Rate:
District: Homeless Youth, African American
Buena Park Middle School: Homeless Youth, African American
Gordon H. Beatty Middle School: White

Reflections: Technical Assistance

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

Based on the 2024–25 California School Dashboard data, the Buena Park School District (BPSD) was not newly identified for Differentiated Assistance (DA), as the district demonstrated improvement in all previously identified areas and student group indicators associated with eligibility. Additionally, no new student groups met the criteria for Differentiated Assistance based on the 2024–25 Dashboard results. As a result, BPSD remains in Year 2 of Differentiated Assistance monitoring for the student groups identified in 2023–24.

In 2023–24, student groups identified for support included students experiencing homelessness in the areas of academic achievement and chronic absenteeism, as well as foster youth in the areas of academic achievement and suspension. Although these student groups demonstrated improvement and are no longer eligible for Differentiated Assistance based on the 2024–25 Dashboard data, they will continue to remain under state monitoring to support sustained progress and continuous improvement.

The district's improvement reflects ongoing efforts to strengthen systems and supports focused on academic achievement, chronic absenteeism, suspension reduction, and student engagement. Through targeted interventions, data analysis, PBIS implementation, Social Emotional Learning (SEL), and collaborative work with school sites and the Orange County Department of Education, BPSD has continued to make progress in improving outcomes for student groups previously identified for support.

Although BPSD no longer qualifies for Differentiated Assistance, the district remains committed to continuing these proactive systems and supports to ensure equitable access, positive school experiences, and strong academic outcomes for all students
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Buena Park School District (BPSD) qualifies for Differentiated Assistance (DA) based on the following:

- In 2022–23, BPSD was identified for DA due to Chronic Absenteeism (Priority 5) and Suspension (Priority 6) rates among African American (AA) students. While this group showed improvement and is no longer eligible for DA in 2023–24, it remains under state monitoring.
- In 2023–24, BPSD is eligible for DA based on the performance of the Homeless (HOM) and Foster Youth (FY) student group
- Homeless students: Priority 4 (Academic Achievement in ELA/Math) and Priority 5 (Chronic Absenteeism)
- Foster Youth: Priority 5 (Chronic Absenteeism) and Priority 6 (Suspension)

The Buena Park School District continues to address the underlying and systemic challenges impacting student outcomes through DA. In collaboration with the Orange County Department of Education, BPSD is focused on refining systems and implementing targeted supports for our most vulnerable student groups—including African American students, foster youth, and students experiencing homelessness, who face disproportionate rates of chronic absenteeism and suspension.

As part of the Buena Park School District's ongoing efforts to improve outcomes for all students, particularly those identified through Differentiated Assistance, the district is prioritizing the following focus areas:

- Analyzing data from all subgroups to ensure equitable access and support.
- Providing targeted academic support in ELA and Math through tiered interventions and focused instructional strategies.

- Increasing both emotional and cognitive engagement to reduce chronic absenteeism.
- Decreasing suspension rates while improving academic achievement.

Planned Outcomes in Partnership with the Orange County Office of Education

- Analyzing Data from All Subgroups: BPSD is committed to ongoing data analysis disaggregated by student subgroup across performance, attendance, and behavioral metrics. This allows the district to identify disparities, conduct root cause analyses, and develop targeted action plans that deliver equitable and responsive support.
- Decreasing Suspension While Increasing Academic Engagement: The district is relaunching Positive Behavioral Interventions and Supports (PBIS) to strengthen tiered behavior systems, promote a positive school climate, and proactively reduce suspension rates. Behavior response site and district teams were created and restorative justice practices, Social Emotional Learning (SEL) programs, and staff training in behavior management and de-escalation techniques were expanded.in Addition training will be provided to address the underlying causes of behavior and build student capacity in emotional regulation and self-advocacy. In tandem, students will receive academic interventions and targeted small-group instruction to close learning gaps, increase engagement, and prevent disengagement.
- Decreasing Absenteeism through Tiered Interventions: Chronic absenteeism is addressed through a multi-faceted strategy that includes:
- Tiered interventions and early warning systems
- Incentives and outreach to remove logistical barriers
- Culturally relevant enrichment opportunities to increase student and family connection
- Strengthening the Mentorship Program: BPSD will expand its mentorship program by connecting students with trained mentors who provide consistent academic and emotional support. The goal is to help students develop stronger school connections, increase motivation, and navigate school-related challenges effectively.

Monitoring Progress and Accountability

To ensure the effectiveness and sustainability of these strategies, the following systems will be implemented:

- Data Tracking System: A centralized platform will be used to monitor suspension and absenteeism trends, disaggregated by student subgroup, incident type, and intervention applied.
- Regular Data Analysis and Reporting: Periodic reports will be shared with site leadership teams, teachers, and parent groups to promote transparency, drive decision-making, and ensure shared accountability.
- Early Warning Indicators: A proactive system will flag students at risk of chronic absenteeism or repeated behavioral incidents by integrating academic, attendance, and behavioral data.
- Feedback Loops: Surveys, focus groups, and family forums will provide feedback from students, families, and staff to evaluate the effectiveness of current interventions and school climate.
- Success Metrics: Measurable goals will be established for each intervention, and progress will be reviewed regularly to inform adjustments and sustain improvements.
- Parent and Community Involvement: The district will continue to build parent partnerships through expanded outreach, workshops, and opportunities for shared leadership to support student well-being and learning outcomes.

Commitment to Access and Connectedness

The Buena Park School District, in close partnership with the Orange County Department of Education, is deeply committed to fostering an

inclusive, engaging, and academically rigorous environment. Through these targeted actions, BPSD aims to reduce suspensions and chronic absenteeism—particularly for African American, Homeless, and Foster Youth students—while also improving academic achievement in ELA and Math. These efforts are designed to strengthen the systems that promote student belonging, academic success, and long-term well-being.

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The Buena Park School District is eligible for Differentiated Assistance(DA) due to the increase in suspension rate and chronic absenteeism of our African American students based on the 2022-23 CA Dashboard Report. The DA is to address multifaceted challenges within the learning environment, aiming to foster a more equitable, engaging, and supportive learning community for all students, especially our students of color, who experience an increasing rate of chronic absenteeism and suspension. In partnership with the Orange County Office of Education, the district works to refine the systems and define specific supports and solutions that address the unique needs of our students of color and other students not represented by the mainstream. Focus areas include:

-Analyzing data from all subgroups to ensure equitable support.
-We are implementing strategies to increase both emotional and cognitive engagement to reduce absenteeism.
-Simultaneously decreasing suspension rates while boosting academic achievement.

The following is a summary of the planned outcomes from the DA work with our County partners:

1. Analyzing Data from All Subgroups: We focus on gathering and analyzing data across various demographic subgroups within the student population, including performance, attendance, and behavioral metrics. This analysis helps identify patterns and disparities, allowing for targeted interventions that address specific challenges and ensure equitable support for all students.
2. Decreasing Suspension while Increasing Academics: To boost student engagement across the District, expand the use of Universal Design for Learning (UDL) strategies. Additionally, provide academic tutoring and targeted instruction to enhance engagement further and prevent disengagement.
3. Decreasing Absenteeism with Tiered Interventions: Our approach to reducing absenteeism includes incentives for attendance, clear policies, support for logistical barriers, and outreach to families. Increasing student and family engagement through culturally relevant social opportunities is crucial to motivating regular attendance.
4. Decreasing Suspension Using Alternative Corrective Measures: With County support, we are committed to restorative justice as an alternative to traditional disciplinary measures. We will continue to train staff in behavior management techniques and implement SEL programs that address root causes. Our strategy includes behavior response teams and school counselors trained in de-escalating problematic behaviors and helping students develop emotional management and self-advocacy skills.
5. Mentorship Program: Elevate the current mentorship program to include experienced mentors working with students to build strong, supportive relationships. This program is designed to help students navigate school challenges, enhance their academic and social skills, and connect them more deeply with the school community.

By organizing our efforts across these focused areas, we aim to create a more supportive, engaging, and equitable learning environment for all students. To effectively monitor efforts aimed at reducing suspensions and chronic absenteeism, several strategies are being planned to be implemented to ensure continuous progress and timely interventions:

1. Data Tracking System: Establish a robust data management system to track and analyze suspension rates and absenteeism patterns regularly. This system should be able to disaggregate data by student demographics, reasons for absenteeism or suspensions, and interventions applied.
2. Regular Data analysis: Develop a schedule for regular reports that provide insights into trends and problem areas. These reports should be shared with school leaders, staff, and parent groups to ensure transparency and collective responsibility.
3. Early Warning Indicators: Utilize an early warning system that flags students at risk of becoming chronically absent or frequently suspended. Factors such as academic performance, attendance records, and behavioral reports should be integrated into this system.
4. Feedback Loops: Create mechanisms for receiving feedback from students, families, and teachers about the effectiveness of interventions and the overall school environment. This could be through surveys, focus groups, or community forums.
5. Success Metrics: Define clear, measurable outcomes for interventions aimed at reducing suspensions and absenteeism. Regularly review these metrics to gauge success and adjust strategies as necessary.
6. Parent and Community Involvement: Engage parents and community members in monitoring and support efforts. Their involvement can increase accountability and provide additional resources and support for students.

By employing these strategies, schools can maintain a vigilant and responsive approach to managing and reducing suspensions and chronic absenteeism, ensuring that interventions are effective and students receive the support they need to succeed.
The District's partnership with the Orange County Office of Education has moved the District toward our goal of creating a more inclusive, supportive, and engaging learning environment that fosters all students' academic success and well-being. Strengthening systems that foster connectedness for students will reduce suspensions and chronic absenteeism for our African American students and other student subgroups.

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
All Educational Partners- Site Administrators District Administrators Certificated Staff Classified Staff Parents from each school site in the district District Office Staff Parents and Community Members DELAC Officers SELPA Representative	A total of four LCAP meetings were held on November 13, 2025, January 8, 2026, February 12, 2026, and March 12, 2026. Meetings covered the following topics: • Overview of the purpose of the Steering Committee • Background information on LCFF funds • A review of the purpose of LCAP and the timeline for completion to the Board of Education and OCDE • Internal data review and suggestions from educational partners based on the most current CAASPP, iReady, ELPAC, and SEL Data • Review of 2026 LCAP survey results from parents, including EO, ELL, and Unique Needs, Certificated/Classified staff, K-8th grade students, and site/district admin • Review of focus group feedback from parents, including EO, ELL, and SWD, Certificated/Classified staff, 3rd-8th-grade students, and site/district admin * Overview and information on BPSD's Differentiated Assistance status.
Students Parents Certificated Staff Classified Staff Site and District Administrators	• LCAP Surveys were completed by each educational partner group including students, parents, certificated staff, classified staff and site and district administrators. • LCAP Focus Groups were conducted for each educational partner group including students, parents, certificated staff, classified staff and site and district administrators.

Educational Partner(s)	Process for Engagement
DELAC	LCAP information was presented at the DELAC meetings held on April 7, 2026 and input was gathered from EL parents.
Governing Board and Community	• Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 22, 2026 • The 2026-27 LCAP draft will be posted publicly on the district website on June 5, 2026. • The 2026-27 LCAP draft will be presented at a regularly scheduled Board of Education meeting on June 10, 2026, for the Public Hearing. • The 2026-27 LCAP and Budget will be adopted at a regularly scheduled Board of Education meeting on June 25, 2026.

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

The following is a summary of feedback provided directly by the LCAP Steering Committee, comprised of multiple educational partners, including staff, parents (EO, English Learners, Low Socio-economic, Unique Needs), bargaining unit representatives from BPTA and CSEA in the areas of SEL, ELA/Math, Designated English language development, and other suggestions. In addition, advisory committee groups such as DELAC gave input via surveys and feedback gathered during meetings. Feedback from certificated staff, students, and parents, collected through surveys, focus groups, and small-group data analysis, was also included.

Feedback on Priority 1: Basic Services

- Improve new substitute teacher training to include site safety plans and PBIS procedures
- Review school safety plans with staff at beginning of year
- Create mental health resources map for staff and families
- Provide trauma-informed training for staff
- Promote district-wide SEL lessons for students
- Strengthen a diverse, cultural library for students

Feedback on Priority 2: State Standards

- Provide additional opportunities in the classroom for state practice tests and IAB use
- Support PLCs on using data to target instruction and interventions
- Create a platform for staff to share best instructional strategies/practices
- Allow opportunity for teacher choice in professional development topics
- Expand instructional coaching to include math
- Strengthen ELD strategies beyond core curriculum
- Targeted intervention in both math and ELA to support SWD and ELs
- Integrate science practice performance tasks to build writing skills

Feedback on Priority 3: Parental Involvement (Engagement)

- Translated communication is reviewed by staff before sending out
- Offer ESL classes opportunities for families
- Increase awareness of mental health supports for student and families
- Provide parent training on kindergarten readiness
- Provide opportunities for family feedback at school events (ie LCAP surveys, committee sign-ups, etc)

Feedback on Priority 4: Pupil Achievement (Pupil Outcomes)

- Continue to strengthen Tier 1 academics to increase student proficiency in ELA, math, and science
- Provide targeted academic support to prepare LTEL students for reclassification
- Increase the number of students who reclassify within 5 years of EL enrollment
- Expand ELPAC & CAST IAB use in the classroom to build state-standards familiarity
- Strengthen foundational literacy by providing targeted supports in Kinder–2nd grade
- Develop tutoring program for academic support

Feedback on Priority 5: Pupil Engagement

- Revise Aeries attendance letters to ensure clarity and parent-friendly language
- Recognize and celebrate improved attendance through student and family recognition
- Create standards-aligned short-term independent study templates
- Expand after-school enrichment opportunities for CTE exploration
- Address barriers to student engagement by coordinating supports related to behavior, well-being, attendance, and instructional needs

Feedback on Priority 6: School Climate

- Provide trauma-informed practices training for all staff
- Develop consistent strategies for addressing escalating behaviors
- Provide special education IEP & state law training for staff
- Create protected instructional time for SEL instruction
- Develop a staff communication process for students with high behavioral needs to support consistent implementation of interventions

A number of actions in our LCAP plan were influenced by our various educational partner groups, including:

Goal 1

- Middle School Classroom Mathematics Materials

* MTSS Tiered Intervention Systems and Supports
* Reading and writing workshop professional learning specific to site needs
* Tier 3 Intervention and Professional Development - Learning Recovery
* Professional Development for Professional Learning Communities

* Professional Learning Time for teachers to analyze student work and share effective strategies
* Math Professional Development on CGI

Goal 2
* Special Education Support Staff
* Elementary PE time to provide PLC time for classroom teachers to have PLC
* Instructional Coaches
* Kindergarten Support
* Early Learning Department

Goal 3
* STEM Instruction and PD
* Passion Programs
* District Passion Programs
* Middle School College Course
* Music Instruction Teacher

Goal 4
* Student Engagement and Outreach Clerk to address chronic absenteeism
* Parent Workshops
* LCAP Advisory Groups
* Enhanced Student Climate
* Program Specialist
* Behavior Response Team
* Middle School Guidance Specialist
* School Climate
* Welcoming Campus Environment

Educational partner feedback guided the refinement and continuation of key LCAP actions across all priority areas. Input emphasized strengthening core instruction, expanding targeted interventions, and using data to align academic, behavioral, and social-emotional supports. As a result, the district will continue work in MTSS, professional learning communities, collaborative teacher time, and focused professional development in literacy and math.

Feedback also highlighted the need for increased student supports and early learning systems, leading to continued investment in instructional coaches, special education staff, kindergarten supports, and early learning programs. Enrichment opportunities, including STEM, music, passion programs, and middle school college courses, remain priorities to support student engagement.

Additionally, the district is expanding parent workshops, strengthening communication and language access, and increasing opportunities for family engagement. Efforts to improve attendance, enhance school climate, and strengthen behavior and SEL supports will continue through outreach staff, behavior response teams, and guidance services.

Overall, these actions reflect a commitment to aligning resources and supports to the needs identified by students, families, and staff.

2024-25
The following is a summary of feedback provided directly by the LCAP Steering Committee, comprised of multiple educational partners, including staff, parents (EO, English Learners, Low Socio-economic, Unique Needs), bargaining unit representatives from BPTA and CSEA in the areas of SEL, ELA/Math, Designated English language development, and other suggestions. In addition, advisory committee groups such DELAC gave input via surveys and feedback gathered during meetings. Feedback from our Director of Special Education, the SELPA Director, and parents of students with unique needs was also included.

Feedback on Priority 1: Basic Services
-Improve safety and cleanliness, especially for K–2.
-Ensure transportation for MV and FY students.
-Provide culturally relevant materials for ELs.
-Enhance sensory and motor development for Early Childhood students.

Feedback on Priority 2: State Standards
-Train staff on supporting ELLs, ELD integration, ELPAC proficiency, and IEP strategies for SwD.
-Offer Early Childhood tools and training for supporting struggling learners.

Feedback on Priority 3: Parental Involvement (Engagement)
-Increase awareness of mental health supports.
-Improve communication about events, services, and engagement opportunities.
-Train staff for home visits and outreach to disengaged families.
-Ensure language access and welcoming routines.
-Support transportation and offer middle school parent trainings.
-Educate Early Childhood families on kindergarten readiness.

Feedback on Priority 4: Pupil Achievement (Pupil Outcomes)
-Focus academic supports on middle school.
-Target support for ELs, SwD, FY, and MV students.
-Use ELPI data and monitor reclassification, especially for 4th/5th-year ELs.
-Strengthen understanding of ELA standards in grades 3, 4, and 8.
-Support Early Childhood readiness and SEL skill development.
-Emphasize critical thinking in ELA/Math and support ELs with additional needs.

Feedback on Priority 5: Pupil Engagement
-Promote student voice (e.g., councils).
-Use culturally relevant materials.

-Encourage attendance with positive incentives.

Feedback on Priority 6: School Climate
-Expand SEL supports for ELs and SwD.
-Increase staff awareness of mental health resources.
-Reduce suspensions through targeted support for repeat, LTEL, and middle school students.
-Fund elementary behavior staff and offer parent suspension trainings.
-Continue developing the community school center.

A number of actions in our LCAP plan were influenced by our various educational partner groups, including:

Goal 1
- Middle School Classroom Mathematics Materials

* MTSS Tiered Intervention Systems and Supports
* Reading and writing workshop professional learning specific to site needs
* Tier 3 Intervention and Professional Development - Learning Recovery
* Professional Development for Professional Learning Communities
* Professional Learning Time for teachers to analyze student work and share effective strategies
* Math Professional Development on CGI

Goal 2
* Special Education Support Staff
* Elementary PE time to provide PLC time for classroom teachers to have PLC
* Instructional Coaches
* Kindergarten Support
* Early Learning Department

Goal 3
* STEM Instruction and PD
* Passion Programs
* District Passion Programs
* Middle School College Course
* Music Instruction Teacher

Goal 4
* Student Engagement and Outreach Clerk to address chronic absenteeism
* Parent Workshops
* LCAP Advisory Groups
* Enhanced Student Climate
* Program Specialist

* Behavior Response Team
* Middle School Guidance Specialist
* School Climate
* Welcoming Campus Environment

In summary, feedback from our educational partners has guided the refinement and continuation of key initiatives that support student learning, engagement, and well-being. Their input reinforced the need for targeted academic interventions, instructional coaching, and site-specific professional development. As a result, we are maintaining support for collaborative teacher time, instructional materials, and professional learning focused on core content areas and student work analysis.

Educational partner input also underscored the importance of inclusive supports for early learners, English Learners, and students with disabilities, influencing our continued investment in instructional coaches, special education staff, and kindergarten supports. Enrichment programs such as Passion Projects, STEM, music instruction, and college readiness courses remain priorities, with an emphasis on cultural relevance and embedding them into school culture.Our dedication to behavior support continues, with the establishment of behavior teams and planned professional development in restorative practices. Consequently, our efforts are geared towards fostering authentic parent engagement through sustained parent workshops and leadership opportunities.

In response to parent feedback, we are expanding family workshops, improving language access, and fostering more welcoming campus environments. SEL supports continue through guidance specialists, behavior response teams, and student outreach clerks addressing attendance and climate. These actions reflect our ongoing commitment to aligning resources with the needs and voices of our students, families, and staff.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop critical competencies in ELA, math, and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed following input from educational stakeholders, including the LCAP Steering Committee, composed of a variety of educational partners, who reviewed both state and local data. Examination of CAASPP and i-Ready results highlighted the necessity for continuous efforts to diminish the achievement gap among student subgroups, aiming to guarantee proficiency in grade-level standards for all students.
2023 CAASPP ELA data:
The overall Performance Level Color was Orange (-26 points below standard) in ELA.

- English Learners: -57.3 points Distance from Standards (DFS)
- Socioeconomically Disadvantaged: - 41.5 points DFS
- Foster Youth: - 76.7 points DFS

2023 CAASPP Math data:
The overall Performance Level Color was Yellow (-46.3 points below standard) in ELA.

- English Learners: -72.3 points Distance from Standards (DFS)
- Socioeconomically Disadvantaged: - 62.3 points DFS
- Foster Youth: - 61.8 points DFS

Progress towards language proficiency based on ELPAC for our ELLs was 50.4% in 2023.

For the 23-24 school year, the Winter i-Ready data results indicate that:

- Overall, 44% of students are on or above grade level in reading, and 35% are on or above grade level in math, again showing a need to

increase academic proficiency for all students.

- Our subgroup data showed that the percentage of English learners on or above grade level in reading was 17%, and 14% are on or above grade level in math.
- The percentage of socio-economically disadvantaged students on or above grade level in reading is 39%, and 28% are on or above grade level in math.
- For students with disabilities, 13% were on or above grade level in reading, and 12% were on or above grade level in math.
- For students identified as foster, 12% are on or above grade level in reading, and 13% are on or above grade level in math.
- For students identified as homeless, 24% are on or above grade level in reading, and 12% are on or above grade level in math.

The data highlights the necessity to enhance academic proficiency. The district will enhance both academic and language proficiency by implementing actions aimed at supporting and enhancing student learning, with a particular focus on English Language Learners (ELLs), students from low socio-economic backgrounds, foster youth, and those with special needs.

Progress will be assessed using the metrics outlined below.

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 ELA - Distance from Standard (DFS) Source: CA Dashboard and DataQuest	Based on 2023 CA Dashboard Data: Overall Performance Level Color: Orange Overall DFS: -26 points below standard Subgroups DFS: • Socioeconomically Disadvantaged*: -41.5 • English Learners*: -57.3 • Students with Disabilities: -120.2	Based on the 2024 CA Dashboard, Overall Performance Level Color: Orange Overall DFS: -25.2 points below standard Subgroups DFS: • Socioeconomically Disadvantaged*: -40.1 • English Learners*: -57.3	Based on the 2025 CA Dashboard, Overall Performance Level Color: Yellow Overall DFS: -19.4 points below standard (Increase 5.8 pts) Subgroups Distance from Standard: • Socioeconomically Disadvantaged*: -34.8	Overall District Performance in CAASPP-ELA will increase by 3 points or performance level annually. Each Subgroup in CAASPP-ELA will increase in Distance from Standards by 3 points annually.	Overall DFS: Improved 6.6 points Color: Improved 1 level Subgroup DFS Changes: • Socioeconomically Disadvantaged*: Improved 6.7 pts • English Learners*:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless: -84.4 • Foster Youth*: -76.7 • Hispanic: -53.7 • Two or More Races: -25.2 • African American*: -51.7 *Unduplicated Student Groups Buena Park Middle School: • English Learners*: -90.6 • Homeless: -83.9 James A. Whitaker Elementary: • Socioeconomically Disadvantaged*: -74.4 • English Learners*: -80.8 points • Students with Disabilities: -149.6 • Hispanic: -74.3	• Long-Term English Learners: -108.6 • Students with Disabilities: -125.5 • Homeless: -85.5 • Foster Youth*: -121.5 • Hispanic: -51.6 • Two or More Races: -15.5 • African American*: -70.1 *Unduplicated Student Groups Buena Park Middle School: • English Learners*: -83.7 -Long-Term English Learners: -98.1 • Homeless: -66.3	(increased 5.3 pts) • English Learners*: -45 (increased 12.3 pts) • Long-Term English Learners: -96.7 (increased 11.9 pts) • Students with Disabilities: -120.7 (increased 4.8 pts) • Homeless: -78.8 (increased 6.7 pts) • Foster Youth*: -84.3 (increased 37.2 pts) • Hispanic: -49.3 (maintained 2.2 pts)		Improved 12.3 pts • Long-Term English Learners: Improved 11.9 pts from year 1 (no data for baseline year) • Students with Disabilities: Declined 0.5 points • Homeless: Improved 5.6 pts • Foster Youth*: Declined 7.6 pts • Hispanic: Improved 4.4 pts • Two or More Races: Improved 17 pts • African American*:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mabel L. Pendleton Elementary: • English Learners*: -57.3 points • Students with Disabilities: -120.2	James A. Whitaker Elementary: • Socioeconomically Disadvantaged*: -74.8 • English Learners*: -85.8 points • Students with Disabilities: -159.3 • Hispanic: -73.4 Mabel L. Pendleton Elementary: • English Learners*: -68.2 points • Students with Disabilities: - 76.8 pts	• Two or More Races: -8.2 (increased 7.3 pts) • African American*: -46.9 (increased 23.2 pts) *Unduplicated Student Groups Buena Park Middle School: • English Learners*: -17.5 (increased 41.5 pts) -Long-Term English Learners: -74.3 (increased 49 pts) • Homeless: -71.9 (increased 30.2 pts) James A. Whitaker Elementary:		Improved 4.8 pts School-Specific DFS Changes: Buena Park Middle School: • English Learners*: Improved 73.1 pts • Long-Term English Learners: Improved 11.9 pts from year 1 (no data for baseline year): Improved 23.8 pts • Homeless: Improved 12 pts James A. Whitaker Elementary: • Socioeconomically Disadvantaged*:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• Socioeconomically Disadvantaged*: -69.8 (increased 5 pts) • English Learners*: -77.7 (increased 8.1 pts) • Students with Disabilities: -146 (increased 13.4 pts) • Hispanic: -73.4 (maintained 0 pts) Mabel L. Pendleton Elementary: • English Learners*: -49.6 pts (increased 18.6 pts) • Students with Disabilities: -85.2		Improved 4.6 pts • English Learners*: Improved 3.1 pts • Students with Disabilities: Improved 3.6 pts -Hispanic: Improved 0.9 pts Mabel L. Pendleton Elementary: • English Learners*: Improved 7.7 pts • Students with Disabilities: Improved 35 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				pts (declined 8.4 pts)		
1.2	CAASPP Math - Distance from Standard (DFS) Source: CA Dashboard and DataQuest	Based on 2023 CA Dashboard Data: Overall Performance Level: Yellow Overall DFS: - 46.3 points below standard Subgroups Distance from Standard: • Two or More Races: -37.8 • Students with Disabilities: -130.2 • Homeless: -94.6 • African American: -79.2 • Hispanic: -76.2 • English Learners: -72.3 • Socioeconomically Disadvantaged: -62.3 • White: -30.4 • Foster Youth: -61.8	Based on the 2024 CA Dashboard, Overall Performance Level: Yellow Overall DFS: -41.9 points below standard Subgroups Distance from Standard: • Two or More Races: -11.3 • Students with Disabilities: -131.1 • Homeless: -97.3 • African American: -85.0 • Hispanic: -73.3 • English Learners: -67.5 • Socioeconomically Disadvant	Based on the 2025 CA Dashboard, Overall Performance Level: Orange Overall DFS: -39.9 points below standard (Maintained 2 pts) Subgroups Distance from Standard: • Socioeconomically Disadvantaged: -56.6 (maintained 1.6 pts) • English Learners: -61.2 (increased 6.4 pts) -Long-Term English Learners: -145.8 (increased 4 pts) • Students with Disabilities: -138.7	Overall District Performance in CAASPP-Math will increase by 3 points or performance level annually. Each Subgroup in CAASPP-Math will increase in Distance from Standards by 3 points annually.	Overall DFS: Improved 6.4 pts Color: Declined 1 level Subgroups: • Two or More Races: Improved 29.1 pts • Students with Disabilities: Declined 8.5 pts • Homeless: Declined 4.6 pts • African American: Improved 0.7 pts • Hispanic: Improved 0.8 pts • English Learners: Improved 11.1 pts • Long-Term

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			aged: -58.1 • White: -24.4 • Foster Youth: -114.8	(declined 7.7 pts) • Homeless: -99.2 (maintained -1.9 pts) • Foster Youth: -104 (increased 10.8 pts) Hispanic: -75.4 (maintained -2.1 pts) • Two or More Races: -8.7 (maintained 2.6 pts) • African American: -78.5 (increased 6.5 pts) • Hispanic: -75.4 (maintained -2.1 pts) • White: -22.1 (maintain		English Learners: Improved 4 pts from year 1 (no data for baseline year) • Socioeconomically Disadvantaged: Improved 5.7 pts • White: Improved 8.3 pts • Foster Youth: Declined 42.2 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				ed 2.3 pts)		
1.3	ELPAC Source: CA Dashboard	Overall: Based on data from the CA 2023 Dashboard, 50.4% of English Learners are making progress towards English language proficiency.	Overall: Based on data from the CA 2024 Dashboard, 46.8% of English Learners are making progress towards English language proficiency.	Overall: Based on data from the CA 2025 Dashboard, 47% of English Learners are making progress towards English language proficiency. (Maintained 0.1%)	The percent of ELLs making progress towards English Language Proficiency will increase by 3% annually.	Declined 3.4%
1.4	i-Ready Reading Winter (or Diagnostic 2): % of Students Early On/At/Above Grade Level Standards Source: i-Ready Diagnostic Results Report	2023-24 Winter Diagnostic 2 Overall: 44% Sub-groups • English Learners: 17% • Socio-Economically Disadvantaged: 39% • Students with Disabilities: 13% • Homeless: 24% • Foster: 12%	2024-25 Winter Diagnostic 2 Overall: 43% Sub-groups • English Learners: 16% • Socio-Economically Disadvantaged: 37% • Students with Disabilities: 14% • Homeless: 24% • Foster: 27%	2025-26 Winter Diagnostic 2 Overall: 43% Sub-groups • English Learners: 15% • Socio-Economically Disadvantaged: 37% • Students with Disabilities: 13% • Homeless: 23% • Foster: 0%	Overall: There will be an increase of a minimum of 3% of students achieving Early/Above in Grade Level Standards in Reading annually. Subgroups: There will be an increase of a minimum of 3% of students achieving Early/Above in Grade Level Standards in Reading annually.	Overall: Declined 1% Sub-groups: • English Learners: Declined 2% • Socio-Economically Disadvantaged: Declined 2% • Students with Disabilities: No change • Homeless: Declined 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• Foster: Declined 5%
1.5	i-Ready Math Winter (or Diagnostic 2) Early On/At/Above Grade Level Standards Source: i-Ready Diagnostic Results Report	2023-24 Winter Diagnostic 2 Overall: 35% Sub-groups: • English Learners: 14% • Socio-Economically Disadvantaged: 28% • Students with Disabilities: 12% • Homeless: 12% • Foster: 13%	2024-25 Winter Diagnostic 2 Overall: 33% Sub-groups: • English Learners: 14% • Socio-Economically Disadvantaged: 27% • Students with Disabilities: 11% • Homeless: 14% • Foster: 13%	2025-26 Winter Diagnostic 2 Overall: 33% Sub-groups: • English Learners: 12% • Socio-Economically Disadvantaged: 27% • Students with Disabilities: 8% • Homeless: 20% • Foster: 0%	Overall: There will be an increase of a minimum of 3% of students achieving Early/Above in Grade Level Standards in Math annually. Subgroups: There will be an increase of a minimum of 3% of students achieving Early/Above in Grade Level Standards in Math annually.	Overall: Declined 2% Sub-groups: • English Learners: Declined 2% • Socio-Economically Disadvantaged: Declined 1% • Students with Disabilities: Declined 4% • Homeless: Improved 8% • Foster: Declined 13%
1.6	Access to Standards-Aligned Materials & State-Core Subjects have aligned materials Source: Dashboard	Based on 2023 CA Dashboard, Students have access to copies of standards-aligned instructional materials for use is 100%.	Based on the 2024 CA Dashboard, students have access to copies of standards-aligned instructional	Based on the 2025 CA Dashboard, students have access to copies of standards-aligned instructional	Students have access to copies of standards-aligned instructional materials for use is 100%.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			materials for use is 100%.	materials for use is 100%.		
1.7	Reclassification	Based on current district 2023-2024 data, the current RFEP rate is approximately 14% (174 students) as of May 29, 2024. This is based on 1225 English Learners enrolled this year.	Based on current district 2024-2025 data, the current RFEP rate is approximately 9.5% (97 students) as of April 15, 2025. This is based on 1021 English Learners enrolled as of Census Day.	Based on current district 2025-2026 data, the current RFEP rate is approximately 11% (104 students). This is based on 942 English Learners enrolled as of Census Day (10/1/25).	The RFEP rate will increase by 3% annually.	Declined 3%
1.9						

Goal Analysis [2025-26]

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

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

Goal 1 has been effectively implemented to improve student proficiency in English Language Arts, mathematics, and English language development, with a focus on supporting English Learners, low-income students, foster youth, and students with disabilities. Actions included instructional coaching, tiered interventions through MTSS, foundational literacy and mathematics support, and professional learning communities focused on essential standards and data analysis.

Successes:
One area of success under Goal 1 has been the positive outcomes seen through Tier 3 academic interventions, particularly in foundational literacy support. Targeted intervention systems, personalized instruction, and small-group support contributed to student growth in reading and helped strengthen early literacy skills for students requiring intensive support. In addition, implementing a supplemental literacy curriculum and instructional resources for upper-grade students provided teachers with additional tools to support comprehension, vocabulary development, and intervention needs across grade levels.

Challenges:

A challenge encountered during implementation was the extensive work required for the district's math curriculum pilot and adoption process. Teachers and staff dedicated significant time to reviewing programs, piloting instructional materials, analyzing data, and participating in collaborative discussions to identify a high-quality curriculum aligned to the California Mathematics Framework and district instructional goals. While this required a substantial investment of time and effort during the school year, the district anticipates stronger instructional alignment and increased student achievement in mathematics as the newly adopted curriculum is implemented beginning next school year.

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.

Planned actions were implemented as intended, though a few adjustments occurred:

Action 1.3 - The math materials were purchased using federal funds. The funding source was changed to utilize the available federal funds.
ELD Supplemental: Increase in expenditures
Action 1.7 - Tier 3 Intervention Plan: Increase in expenditures for supplemental instructional supplies, teacher collaboration time to support Tier 3 reading intervention services. Extra materials, such as language power consumables, reading screeners, and additional hours, were provided to the leadership and literacy group to support the intervention services.
Action 1.9 - ACCESS: Program costs decreased based on student participation.
Action 1.10 - PLC: Increase in expenditures due to rising salary and benefit costs.
Despite these variances, the action continued to be implemented with ongoing support for instructional coaching, foundational literacy instruction, and targeted small-group interventions within the MTSS framework.

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

Effectiveness:
Year 2 outcomes reflected continued progress in several key areas of student achievement and instructional improvement. CAASPP ELA overall Distance from Standard (DFS) improved by 6.6 points from baseline, and CAASPP Math improved by 6.4 points from baseline. Several student groups demonstrated notable gains, including English Learners in ELA, who improved 12.3 points from baseline, and Two or More Races students in Math, who improved 29.1 points. Foster Youth also demonstrated strong improvement in ELA, improving 7.6 points from baseline.

A key contributor to this progress has been the continued implementation of Buena Park School District's Learning Recovery Program aligned to the district's CARE Pathways and MTSS framework. This multi-tiered system of support was designed to accelerate student learning and strengthen instructional practices across all levels.
At Tier 1, teachers received personalized instructional coaching focused on high-impact instructional strategies and standards-aligned instruction.
At Tier 2, students participated in targeted small-group instruction based on essential standards and identified learning needs.
At Tier 3, learning coaches and intervention staff provided intensive foundational literacy interventions for students significantly below grade level.
These efforts were reinforced through ongoing professional development in foundational literacy, PLC implementation, curriculum-based instruction, and data analysis practices. PLC collaboration supported teacher teams in analyzing student work, refining differentiated instruction, and increasing alignment across grade levels and content areas. In mathematics, the continued implementation of Cognitively

Guided Instruction (CGI) and standards-aligned instructional practices supported improvements in mathematical discourse and problem-solving. Supplemental instructional materials were also provided to support upper grade literacy instruction and intervention efforts. Additional curriculum investments, including ELD supports and intervention resources, further strengthened instructional delivery.

Although ELPAC progress declined slightly from the baseline of 50.4% to 47%, the district believes this was partially impacted by the successful reclassification of higher-performing English Learners. As students meeting proficiency criteria exited the EL subgroup, the remaining student population represented students with more significant language acquisition needs. In addition, the district's reclassification rate increased significantly to 8.7%, exceeding the baseline rate of approximately 5.1%.

Ineffectiveness:
CAASPP performance continues to reflect significant academic gaps for student groups including English Learners, Students with Disabilities, Homeless Youth, and Long-Term English Learners. While some groups demonstrated improvement, many continue to perform well below standard in both ELA and Math.
Additionally, i-Ready outcomes showed slight declines overall in both reading and math achievement at or above grade level, indicating that more time and continued refinement of intervention systems are needed to fully accelerate learning recovery. Students with disabilities, in particular, continue to demonstrate persistent academic challenges across multiple measures.

Long-Term English Learners also continue to require intensified language development supports and targeted instructional strategies. These results highlight the continued need to strengthen differentiated instruction, deepen culturally and linguistically responsive teaching practices, expand intervention supports, and ensure consistent implementation of MTSS systems across all sites and grade levels.

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 reflection and review of implementation outcomes, Goal 1 has been reclassified from a Focus Goal to a Broad Goal. This change reflects the district's continued commitment to promoting emotional engagement and connectedness among students, families, and staff through a wide range of actions and metrics. Rather than being prioritized for focused improvement based on a specific data point, this goal encompasses multiple ongoing efforts that collectively support safe, supportive, and culturally responsive learning environments across the district. The reclassification aligns with the definition of a Broad Goal, as the grouped actions and metrics are designed to sustain and advance the district's overarching vision for student and community well-being.

Based on implementation feedback and student outcome data, Action 1.7 has been expanded to now fully encompass Buena Park School District's Learning Recovery Program. This multi-tiered system of support is designed to accelerate student learning and strengthen instructional practice. It includes:

- Tier 1 personalized instructional coaching for teachers, focused on high-impact strategies and standards-aligned instruction.
- Tier 2, students receive targeted small-group instruction addressing specific skill gaps identified through data analysis and aligned to essential standards.
- Tier 3 targeted foundational literacy interventions delivered by learning coaches for students needing intensive support.
- Ongoing professional development for teachers in foundational literacy (especially in grades K–2), curriculum-based strategies, and PLC structures that emphasize essential standards, data analysis, and small-group instructional design.

These refinements were made in response to ongoing needs for literacy acceleration, improved Tier 1/2 alignment, and stronger support for students below grade level. While no changes were made to the overarching goal or metrics, this action reflects a deeper integration of Instructional coaching and professional learning into our system-wide support model, ensuring greater alignment with MTSS and the CARE roadmap.

Budget Adjustments for 2026-27:
Actions 1.5, 1.6, and 1.8 - Budget is no longer needed, as alternative funding sources will be used to support the work. These actions will be supported by alternative funding sources and, therefore, will not contribute to the LCAP goals.
Action 1.7 - Increase in expenditures reflects the purchase of supplemental instructional materials, additional teacher collaboration time to support Tier 3 reading intervention services, and increased personnel costs due to salary increases. Additional hours and resources were provided to the leadership and literacy team to strengthen the implementation of intervention services.
2023-24 Expenditure- $ 213,857
2024-25 Expenditure - $957,059
2025-26 expected expenditures - $1,517,593

Budgeted for 2026-27 - $1,536,701
As of July 1, 2026, the remaining LREBG balance is estimated to be $4,302,886. The remaining LREBG funds will be spent on this action for the years 2026-27 and 2027-28.

Action 1.11 – Math Professional Development: Funding has been included in the 2026–27 school year to support the implementation of the newly adopted math curriculum and provide ongoing professional development for teachers. Training will focus on effective curriculum implementation, instructional strategies, and continued support of CGI-aligned practices to strengthen mathematics instruction 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
1.1	Base Materials	Supplemental curriculum to support math, foundational literacy skills, reading and writing, and foreign language studies for all student including students with disabilities.	$223,000.00	No
1.2	iReady Diagnostic and Instruction	The iReady diagnostic tool will function as a district benchmark to monitor students' progress in Reading and Math across for all students across grade levels including EL students, low socio-economic students, and	$136,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth, serving as a metric comparable to CAASPP assessments. Supplemental instructional materials will include iReady lessons.		
1.3	Middle School Classroom Mathematics Materials	Mathematics classroom materials which are culturally responsive to increase academic discourse and connection to the shifts in mathematical instruction for all students including EL students, low socio-economic students, foster youth, and students with disabilities.	$27,000.00	No
1.4	ELD Supplemental Materials	Supplemental ELD curriculum needs as our English Learner population fluctuates, including student workbooks and online resources. Emphasis will be placed on supporting Long-Term English Learners (LTELs) to ensure they receive the additional resources and support.	$30,000.00	Yes
1.5	MTSS Tiered Intervention Systems and Supports	This provides intervention supports and services for all students through a multi-tiered system of support designed to address academic, behavioral, and social-emotional needs.	$0.00	No
1.6	Reading and Writing Workshop Professional Learning	This provides Reading and Writing Workshop Professional Learning to support all students through high-quality Tier 1 instruction and targeted intervention practices.	$0.00	No
1.7	Learning Recovery - Tier 3 Reading Intervention	Professional development will target Tier 3 reading intervention, intervention curriculum, effective strategies, and alignment with the BPSD CARE Roadmap to strengthen foundational literacy skills for all students, including EL students, low socio-economic students, and foster youth. Learning Recovery Emergency Block Grant (LREBG) • Total LREBG Grant Amount - $6,034,336 • 2023-24 Expenditure- $ 213,857 • 2024-25 Expenditure - $957,059 • Budget for 2025-26 - $1,517,593	$1,613,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• As of July 1, 2025, the remaining LREBG balance is estimated to be $4,863,420 • The remaining funds will be spent on this action for the next two years. Buena Park School District's Learning Recovery Program is a multi-tiered system of support designed to accelerate student learning and strengthen instructional practice. At Tier 1, teachers receive personalized instructional coaching focused on high-impact strategies and standards-aligned instruction. For students requiring intensive support, learning coaches provide targeted Tier 3 foundational literacy interventions tailored to student needs. The program also includes ongoing professional development in the areas of professional learning communities (PLCs) and curriculum-based learning, such as foundational literacy training in grades K–2 and other content-specific support as needed. PLC professional development is designed to help teams address both Tier 1 instruction using essential standards and Tier 2 small group instructional design that supports targeted student needs. As part of a comprehensive needs assessment, the MTSS Steering Committees gathered data through staff fishbowl discussions, stakeholder surveys, and student performance analysis. These findings, alongside i-Ready results, revealed significant tiered needs in foundational literacy skills. Specifically, the data indicated the need to strengthen Tier 1 instruction and identified a subset of students performing two or more grade levels below in reading, requiring intensive Tier 3 interventions. In response, the district implemented targeted supports through its CARE Pathway: instructional coaches were placed to enhance Tier 1 instruction, while learning coaches were hired to deliver Tier 3 foundational literacy interventions. These supports are part of Buena Park School District's Learning Recovery Program, aligned with the CARE Pathway—a multi-tiered system of support designed to accelerate student learning and improve instructional practice. At Tier 1, teachers receive personalized coaching focused on high-impact strategies and standards-aligned instruction. For students in need of intensive support, Tier 3 services include targeted foundational literacy interventions provided by learning coaches. The program also includes ongoing professional development in professional		

Action #	Title	Description	Total Funds	Contributing
		learning communities (PLCs) and curriculum-based learning, such as foundational literacy training for grades K–2. PLC professional development supports both Tier 1 instruction using essential standards and Tier 2 small group instruction tailored to student needs. To support the work of Tier 3 reading intervention, supplemental instructional supplies, teacher planning time, and collaboration opportunities are included to strengthen targeted instruction and intervention support for students. Research supports that the greatest improvements in student reading achievement occur when schools combine strong Tier 1 instruction with timely, evidence-based intervention and ongoing, job-embedded professional learning for educators. Professional development will focus on strengthening Tier 3 reading intervention, effective implementation of intervention curriculum, evidence-based foundational literacy practices, and alignment with the BPSD CARE Roadmap. This approach is supported by research demonstrating that explicit literacy instruction, instructional coaching, collaborative professional learning communities (PLCs), and data-informed intervention improve reading outcomes, particularly for students with the greatest learning needs, including English learners, low-income students, and foster youth. 2026-27 Learning Recovery Emergency Block Grant (LREBG) • 2023-24 Expenditure- $ 213,857 • 2024-25 Expenditure - $957,059 -2025-26 expected expenditures - $1,517,593 Budgeted for 2026-27 - $1,536,701 As of July 1, 2026, the remaining LREBG balance is estimated to be $4,302,886. The remaining LREBG funds will be spent on this action for the years 2026-27 and 2027-28. Metrics: 1.1 CAASPP ELA 1.4 iReady Reading		

Action #	Title	Description	Total Funds	Contributing
1.8	Professional Development for Professional Learning Communities	This provides Professional Development for Professional Learning Communities (PLCs) to support all students through collaborative, data-informed instructional practices.	$0.00	No
1.9	ACCESS	Tuition expense for students enrolled in the Orange County ACCESS Program, which provides an alternate educational option for all students including students with disabilities for whom the traditional school setting has not met their needs.	$300,000.00	No
1.10	Professional Learning Communities	Teachers will have PLCs to work together to analyze student data, share instructional strategies, and develop interventions to support student success based on BPSD's CARE Roadmap to support all students including EL students, low socio-economic students, and foster youth.	$1,156,661.00	Yes
1.11	Math Professional Development	Professional development will continue to be provided to educators in support of the newly adopted elementary math curriculum and the upcoming middle school math adoption. Training will focus on strengthening instructional practices aligned to Cognitively Guided Instruction (CGI), emphasizing the development of students' mathematical thinking, problem-solving, and conceptual understanding. These efforts are designed to support all students, including English Learners, foster youth, and low-income students, by providing educators with strategies to build on students' existing ideas and promote meaningful mathematical discourse and engagement.	$70,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was shaped by insights from the School Facilities Dashboard report, LCAP Survey, and report on Fully Credentialed and Appropriately Assigned Teachers and professional development needs. It aims to ensure clean, well-maintained facilities conducive to learning, while empowering highly qualified staff to deliver standards-based instruction and support systems that engage all students, especially those with unique needs. The targeted professional development aims to enhance staff capacity to deliver standards-based instruction that engages all students, with particular attention to those with unique needs. Through this multifaceted approach, the goal seeks to create an inclusive and enriching learning environment where every student can thrive academically and personally.

Progress will be assessed using the metrics outlined below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School facilities are maintained Source: Dashboard	Based on 2023 CA Dashboard Data: Facilities are 100% in “Good Repair” Standard	Based on 2024 CA Dashboard Data:Facilities are 100% in “Good Repair” Standard	Based on 2025 CA Dashboard Data: Facilities are 100% in “Good Repair” Standard	Maintain 0 instances Where Facilities Do Not Meet The “Good Repair” Standard	100% Maintained
2.2	Maintain clean, well-maintained facilities Source: LCAP Survey	Based on the 2023-24 LCAP Survey Data: Student Perception:	Based on 2024-25 LCAP Survey:	Based on the 2025-26 LCAP Survey:	Maintain or increase the percentage of	Student Perception:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		89% state school/classrooms are kept neat and clean 95% state classrooms are in good shape 96% state they have basic instructional materials needed 95% state they have required technology in a timely manner. Staff Perception: 90% state school/classrooms are kept neat and clean 81% state classrooms are in good shape Parent Perception: 94% state school/classrooms are kept neat and clean 94% state classrooms are in good shape	Student Perception: 88% state school/classrooms are kept neat and clean 92% state classrooms are in good shape 95% state they have basic instructional materials needed 95% state they have required technology in a timely manner. Staff Perception: 92% state school/classrooms are kept neat and clean 76% state classrooms are in good shape Parent Perception: 96% state school/classrooms are kept neat and clean 96% state classrooms are in good shape	90% state school/classrooms are kept neat and clean 92% state classrooms are in good shape 96% state they have basic instructional materials needed 97% state they have required technology in a timely manner. Staff Perception: 91% state school/classrooms are kept neat and clean 87% state classrooms are in good shape Parent Perception: 93% state school/classrooms are kept neat and clean 95% state classrooms are in good shape	teachers holding a clear credential and rated "above" as compared to Statewide average.	• School/classrooms are kept neat and clean: Declined 1% • Classrooms are in good shape: Declined 3% • They have basic instructional materials needed: Declined 1% • They have required technology in a timely manner: No change Staff Perception: • School/classrooms are kept neat and clean

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Improved 2% • Classrooms are in good shape: Declined 5% Parent Perception: • School/classrooms are kept neat and clean: Improved 2% • Classrooms are in good shape: Improved 2%
2.3	Fully Credentialed and Appropriately Assigned Teachers Source: Census Data	Per the 2023 CA Dashboard, 98% of 179 Teachers	Per the 2024 CA Dashboard, 86.6% of 193 Teachers	Per the 2025 CA Dashboard, 84.5% of 190 teachers.	100% of Teachers will hold clear credential and rated "above" as compared to Statewide average in the CA Dashboard	Declined 11.4%
2.4	Professional Development Training Curriculum and Instruction and Effectiveness	2023-24: On-going professional development: • CGI Math: 43 sessions	2024-25: On-going professional development:	2025-26: On-going professional development: Math Curriculum: 6	Provide on-going effective Professional Development for staff based on	On-going professional development Math Curriculum: 6 sessions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: LCAP Staff Survey and Professional Development Calendar	• Ready Math: 7 sessions • English 3D: 4 sessions • Writing Across the Curriculum (Angie Frees): 5 sessions • Reader's and Writer's Workshop: 7 sessions Summer Professional Development included: Reader's and Writer's Workshop, CGI. 2023-24 LCAP Staff Survey Results indicate that staff agree or strongly agree the following: Professional Development Effectiveness: • 83% of staff state that the professional learning opportunities to implement the State standards in ELA/ELD have	• CGI Math: 4 sessions • ELD Training (Middle School): 5 sessions • PLC Training (Middle School): 8 sessions • GATE Certification Training: 1 session • ELPAC Assessment Training: 1 session • CAASPP Assessment Training: 1 session 2024-25 LCAP Staff Survey Results indicate that staff agree or strongly agree the following: Professional	sessions PLC Training: 4 sessions ELD Training: 7 sessions K-2 Reading Screener: 6 sessions SSC/ELAC Training: 1 session AVID Training: 1 session GATE Certification Training: 1 session The 2025-26 LCAP Survey indicate that staff agree or strongly agree the following: Professional Development Effectiveness: -85% of staff state that the professional learning opportunities to implement the State standards in ELA/ELD have been useful in their practice.	district needs assessment. Staff Survey Results indicating that staff agree or strongly agree in the PD effectiveness in ELA/ELD and Math will increase.	PLC Training: 4 sessions ELD Training: 7 sessions K-2 Reading Screener: 6 sessions SSC/ELAC Training: 1 session AVID Training: 1 session GATE Certification Training: 1 session LCAP Survey Results Staff agreed/strongly agreed: • Professional learning opportunities to implement the State standards in ELA/ELD have been useful in their practice: Improved 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		been useful in their practice. • 92% of staff state that the professional learning opportunities to implement the State standards in Math have been useful in their practice. • 78% of staff state that the professional learning opportunities to integrate technology into standards-based lessons have been useful to me in my practice.	Development Effectiveness: • 87% of staff state that the professional learning opportunities to implement the State standards in ELA/ELD have been useful in their practice. • 86% of staff state that the professional learning opportunities to implement the State standards in Math have been	• 84% of staff state that the professional learning opportunities to implement the State standards in Math have been useful in their practice. • 78% of staff state that the professional learning opportunities to integrate technology into standards-based lessons have been useful to		• Professional learning opportunities to implement the State standards in Math have been useful in their practice: Declined 8% • Professional learning opportunities to integrate technology into standards-based lessons have been useful to me in my practice: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			useful in their practice. • 79% of staff state that the professional learning opportunities to integrate technology into standards-based lessons have been useful to me in my practice.	me in my practice.		
2.5	Access to Standards-aligned Instructional Materials	100% per Fall, 2023 Williams	100% per Fall, 2024 Williams	100% per Fall, 2025, Williams Report	Maintain 100%of having access to standards-aligned instructional materials	100% Maintained
2.6						
2.7						
2.8						

Goal Analysis [2025-26]

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

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

Goal 2 has been effectively implemented, and actions outlined in the 2025–26 LCAP to support the goal were implemented fully or to some extent. Highly qualified staff delivered standards-based instruction and supported district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that fostered a positive learning environment.

Successes:
The district continued to maintain clean and safe learning environments, with 100% of facilities meeting the “Good Repair” standard on the California Dashboard. Perception data from the 2025–26 LCAP Survey remained positive across students, staff, and parents. Student survey results indicated that 90% agreed that school/classrooms were kept neat and clean, 92% reported that classrooms were in good shape, and 96% stated that they had access to the instructional materials needed. Staff survey data showed that 91% agreed that school/classrooms were kept neat and clean, and 87% reported that classrooms were in good shape. Parent survey responses remained highly favorable, with 93% indicating school/classrooms were kept neat and clean and 95% reporting classrooms were in good shape. These outcomes reflect the district’s continued focus on maintaining positive, supportive, and well-maintained learning environments.

Professional development opportunities were provided across multiple focus areas, including Math Curriculum implementation, Professional Learning Community (PLC) training, English Language Development (ELD), K–2 Reading Screener training, Social Emotional Learning/Collaborative Teaching, AVID, and Gate Certification training. These learning opportunities were designed to strengthen instructional practices, support standards-aligned instruction, and increase staff capacity to meet students' diverse needs. Staff survey results reflected improvements in perceptions of the effectiveness of professional development in supporting the implementation of State Standards in ELA/ELD and Math, as well as increased usefulness of technology integration strategies in classroom instruction. In addition, the district maintained 100% access to standards-aligned instructional materials, as verified through the 2025 Williams Report.

Challenges:
Ensuring full credentialing and appropriate teacher assignment continues to be an ongoing focus for the district. According to the 2025 California Dashboard, 84.5% of teachers were fully credentialed and appropriately assigned. While this reflects continued staffing challenges across the educational field, the district has implemented measures to support recruitment, retention, monitoring, and the appropriate placement of qualified staff to continue increasing this percentage over time.
Additionally, while staff survey data reflected positive growth in perceptions regarding professional development effectiveness, feedback and implementation data indicate opportunities to continue strengthening instructional technology integration and consistency of high-impact instructional practices across sites. Ongoing professional learning, coaching, and collaboration opportunities will continue to support staff capacity and further enhance cognitive engagement and instructional effectiveness for all students.

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 following are explanations for a few expenditure variances:
Action 2.4 – Elementary PE Teacher: Decrease due to program funding shift to ELOP
Action 2.6 – Kindergarten Support: Decrease in expenditure due to vacant positions.
Action 2.8 – Library Media Clerks: Decrease in expenditure due to reduced hours of staff at one school site
Action 2.10 - Tier II Intervention: Increase in expenditure due to increasing salary and benefit costs
Action 2.11 - District Support Services: Decrease in expenditure due to shifting of positions.
Action 2.12 – Technology: Increase due to staff changes and additional tech support costs.
Action 2.13 – Systematic and Strategic Use of Data: Increase in expenditure due to increasing salary and benefit costs
Action 2.14 – Early Learning Department: decrease in expenditure due to vacant position at the beginning of the school year
Action 2.15 – Transportation: Increase in expenditures due to the absorption of Action 2.16 costs.
Action 2.16 – Special Education Transportation: Decrease in expenditures due to costs being absorbed into Action 2.15.

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

Overall, Goal 2 was effectively implemented with continued progress toward fostering high-quality teaching and maintaining clean, safe, and engaging learning environments.

Effectiveness:
The implementation of Goal 2 resulted in several positive outcomes. All school facilities continued to meet the “Good Repair” standard, as verified through the California Dashboard and Williams processes, and students maintained 100% access to standards-aligned instructional materials. Perception data from students, staff, and families reflected positive views regarding school environments and classroom conditions. Based on the 2025–26 LCAP Survey, 90% of students reported that school/classrooms were kept neat and clean, 92% stated classrooms were in good shape, and 96% indicated they had access to the instructional materials needed. Parent survey results also remained highly favorable, with 93% reporting that school/classrooms were kept neat and clean, and 95% indicating that classrooms were in good shape.

Professional development remained a strength throughout implementation. Staff participated in multiple learning opportunities focused on Math Curriculum implementation, Professional Learning Communities (PLC), English Language Development (ELD), K–2 Reading Screener training, Social Emotional Learning/Collaborative Teaching, AVID, and Gate Certification training. Staff survey results reflected positive perceptions regarding the usefulness of professional development opportunities to support implementation of State Standards in ELA/ELD and Math, as well as growth in technology integration practices. These learning opportunities strengthened instructional capacity and supported the diverse academic and social-emotional needs of students, including English learners, students with disabilities, and those requiring differentiated support. Continued support from instructional coaches, specialized staff, and early learning programs further strengthened classroom instruction and student engagement.

Ineffectiveness:
Despite these positive outcomes, there are still areas requiring ongoing attention and improvement. The percentage of fully credentialed and appropriately assigned teachers reported on the 2025 California Dashboard was 84.5%, reflecting a continued area of improvement. The

district continues to implement measures focused on recruitment, retention, credential monitoring, and staffing supports to increase the percentage of fully credentialed and appropriately assigned teachers over time.

Additionally, while overall survey results remained positive, staff perceptions of classroom conditions were lower than those of students and parents, with 87% of staff reporting that classrooms were in good condition. This feedback highlights opportunities to continue addressing facility needs and maintaining consistent learning environments across sites. The district also recognizes the ongoing need to strengthen consistency in instructional implementation and instructional technology integration through continued coaching, collaboration, and targeted professional development opportunities.

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

Reflection on prior implementation indicates that the District will maintain the existing goals, metrics, and actions outlined in Goal 2, as the overall direction and priorities remain aligned to district needs. Moving forward, the District will focus on strengthening specific areas where implementation data and stakeholder feedback identified opportunities for growth. Efforts will continue to support teacher recruitment and retention by enhancing hiring strategies, building stronger partnerships with credentialing programs, and assisting staff members working toward full certification. To address concerns related to classroom and campus conditions, the District will continue evaluating and prioritizing facility improvements based on site needs and staff input to promote effective teaching and learning environments. In addition, the District will enhance professional learning opportunities by increasing access to training focused on high-impact instructional practices and differentiated support strategies. These continued efforts are intended to strengthen overall implementation and further support positive outcomes for students and staff.

The title of Action 2.1 was changed to reflect that staff work primarily with students identified as UP but may also be identified for special education services.
Action 2.7: Due to DTS formatting, it appears as an action item; however, it is not an actual action.

The IIS descriptions for Actions 2.3 and 2.10 were changed to more accurately reflect that the actions are principally directed to support unduplicated pupils.

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	Specialized Support Staff	Specialized staff to provide intensive intervention for students including EL students, low socio-economic students, and foster youth.	$352,788.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Class Size Reduction	Create smaller class sizes in the primary classes, K-3rd grade, and 6th-8th, to provide students with more individualized support to improve academic outcomes for students in need of language development support, such as English language learners, foster youth, and low-income students.	$1,810,310.00	Yes
2.4	Elementary PE Teachers	Elementary PE teachers and instructional aides will be provided beyond the district's staffing ratio. During PE sessions, classroom teachers will engage in PLCs to analyze data and refine instructional strategies. This will allow timely remediation and targeted instruction tailored to the needs of low-income students, foster youth, and English Learners, all based on data-driven insights.	$497,563.00	Yes
2.5	Instructional Coaches	Provide instructional support and coaching to teachers in elementary sites to strengthen Tier 1 instruction and to increase academic achievement in ELA/ELD and/or math for all students, including our English language learners, foster youth, and low socio-economic students.	$528,255.00	Yes
2.6	Kindergarten Support	Enhance the kindergarten support by implementing Instructional Assistants (IAs) dedicated to providing differentiated support. IAs will offer support tailored to the diverse learning needs of kindergarten students, ensuring that all students, including our English language learners, foster youth, and low socio-economic students. receives the attention and guidance necessary for their academic growth and development.	$333,258.00	Yes
2.7	N/A	N/A		
2.8	Library Media Clerks	Library Media Clerks support student access to high quality curriculum. materials, resources, and technology. Library media clerks will ensure that foster youth, English learners, and low-income students to have access to quality literature that represents our	$394,751.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, and their interests, is aligned with the subject matter, and their level of reading is imperative for the mastery of grade-level standards.		
2.9	Ed. Services Division	The Chief Academic Officer and Director of Curriculum and Instruction provide guidance in the implementation of district-adopted curriculum, instructional practices, and assessment of student academic progress. A percentage (Chief Academic Officer 20% and Director of Curriculum and Instruction 10%) of the division's time will be utilized to address the specific and unique needs of foster youth, English learners, and low-income students when identifying best practices; core adopted textbooks, materials, resources, and professional learning opportunities.	$254,851.00	Yes
2.10	Tier 2 Intervention	Students will have Tier 2 intervention in targeted skills in a small group setting to increase academic progress. These supports will be structured according to the Multi-Tiered System of Supports (MTSS) framework, encompassing a range of interventions tailored to meet students' diverse needs of all students including EL students, low socio-economic students, and foster youth.	$917,107.00	Yes
2.11	District Support Services	Staff within each department (Human Resources, Business, Operations, Educational Services, Operations, Custodial, and Safety) will collaborate to assist school sites in ensuring quality instruction and maintaining a safe, positive learning environment for all students including students with disabilities.	$7,365,337.00	No
2.12	Technology	To ensure that English Learners, low-income students, and foster youth, and teachers continue to build upon innovative practices that move up the SAMR model, sites will have increased technology support.	$1,150,409.00	Yes
2.13	Systematic and Strategic Use of Data	The use of a district coordinator to support, increase and improve services for at-promise students (low-income, foster youth, and	$197,568.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Language Learners, not reaching grade-level expectations by implementing the PLC inquiry model for determining students' needs.		
2.14	Early Learning Department	Provide additional support for State preschool program development and implementation across all elementary sites. Preschool staff will ensure that all students, including English learners, low socioeconomic, and foster youth, are actively encouraged to enroll in preschool programs. In addition, BPSD recognizes the barriers to accessing early education for our low-income students, foster youth, and English Language Learners; therefore, this action will be principally directed to unduplicated pupils, and they will take priority in enrollment. Our program will include district-wide curriculum alignment to ensure a consistent progression of instruction between grade levels, PK through 3rd (P-3). This P-3 alignment is a key feature of the UPK implementation plan and ongoing actions with district curriculum, instruction, and data analysis. The district will use the Early Development Index (EDI) to monitor student progress and increase awareness and engage parents in improving outcomes for their young children. These actions will make an important contribution to ensuring that all young children and their families have the necessary services to be successful academically and with their social-emotional learning.	$18,400.00	Yes
2.15	Transportation	Bussing services for all students including ELL, low socio economic, Foster youth students who do not live within a safe walking distance from their school.	$1,449,719.00	Yes
2.16	Special Education Transportation	This action has been incorporated into Action 2.15.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal to increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs is deeply rooted in feedback from a variety of educational stakeholders. This feedback includes data from district-wide LCAP Surveys, recommendations from the LCAP Steering Committee, insights gained from focus group interviews, and specific data from PFT and CAST-Science assessments. Educational partners have expressed a clear desire to expand College and Career Readiness programs, highlighting a community-wide interest in enhancing educational offerings that prepare students for post-secondary success. This is further supported by the 2023-24 LCAP Student Survey results, which show strong student engagement and satisfaction with existing programs that promote college and career readiness:

- 91% of students reported having access to programs and services such as after-school sports, which contribute to a well-rounded educational experience.
- 94% confirmed that their schools offer elective classes designed to help them explore future career interests, indicating a robust framework to support career exploration.
- 96% stated that their schools provide opportunities to take honors or advanced courses, which are crucial for academic advancement and college preparation.

These survey results not only validate the existing programs but also underscore the need for continued and expanded efforts in these areas. The goal of enhancing instruction and expanding pathway programs directly addresses these needs and desires, ensuring that all students have the resources and opportunities to excel academically and prepare for future careers. Progress towards this goal will be meticulously assessed using the metrics provided, ensuring that the programs not only exist but are effective and continue to meet the evolving needs of students.

Progress will be assessed using the metrics outlined below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Physical Fitness Test (PFT) Source: Aeries	2024 PFT Participation Rate: • Aerobic Capacity - 97.6% • Abdominal Strength - 97.6% • Trunk Strength - 98% • Upper Body Strength 97.5% • Flexibility 99% Overall: 99.6% Sub-groups: • English Learners: 99.5% • Socio-Economically Disadvantaged: 98.9% • Students with Disabilities: 92.4% • Homeless: 98.9% • Foster: 75%	2025 PFT Participation Rate: • Aerobic Capacity - 98.6% • Abdominal Strength - 98.5% • Trunk Strength - 98.2% • Upper Body Strength 98.0% • Flexibility 98.9% Sub-groups: • English Learners: 97.6% • Socio-Economically Disadvantaged: 99.8% • Students with Disabilities: 92.4% • Homeless: 96.7%	2026 PFT Participation Rate: • Aerobic Capacity - 94.1% • Abdominal Strength - 99.3% • Trunk Strength - 99.7% • Upper Body Strength 99.7% • Flexibility 99.0% Sub-groups: • English Learners: 100% • Socio-Economically Disadvantaged: 99.7% • Students with Disabilities: 99.2% • Homeless: 100%	All 5th and 7th grade students will take the CA PFT annually. Percentages of students tested will be maintained or increased.	Overall Participation Rate: • Aerobic Capacity: Declined 3.5% • Abdominal Strength: Improved 1.7% • Trunk Strength: Improved 1.7% • Upper Body Strength: Improved 2.2% • Flexibility: No Change 0.0% Sub-groups: • English Learners: Improved 0.5% • Socio-Economically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Foster: 100%	• Foster: 100%		Improved 0.% • Students with Disabilities: Improved 6.8% • Homeless: Improved 1.1% • Foster: Improved 25.0%
3.2	CAST (Science) Source: Dashboard/Dataquest	Based on 2023 CA Dashboard: 28.08% of students in grades 5 and 8 met or exceeded standards for science. Subgroups: • ELLs: 4.5% • Socio-Economically Disadvantaged: 23.29% • Students with Disabilities: 3.77% • Homeless: 11.63% • Foster: Data not available to protect student privacy. Ten or	Based on 2024 CA Dashboard: 28.46% of students in grades 5 and 8 met or exceeded standards for science. Based on the 2023-24 CDE Dataquest - Subgroups: • ELLs: 3.47% • Socio-Economically Disadvantaged: 22.11% • Students with	Based on 2025 CA Dashboard: 28.54% of students in grades 5 and 8 met (proficient) or exceeded (advanced) standards for science. Based on the 2024-25 CDE Dataquest - the percent of students within subgroups who met (proficient) or exceeded (advanced) standard: • ELLs: 4.5%	Overall District Performance in CAST-Science will increase by 3 percent or more that Met/Exceeded Standards. Each Subgroup in CAST-Science will increase by 3 percent or more that Met/Exceeded Standards.	• Overall: Improved 0.46% • English Learners: No change 0.0% • Socio-Economically Disadvantaged: Declined 0.09% • Students with Disabilities: Improved 0.11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer students were tested	Disabilities: 9% • Homeless: 11.94% • Foster: Data not available to protect student privacy. Ten or fewer students were tested	• Socio-Economically Disadvantaged: 23.2% • Students with Disabilities: 3.88% • Homeless: 23.2% • Foster: No results available - 10 or fewer students tested		• Homeless: Improved 11.57% • Foster: Data maintained as not available to protect student privacy.
3.3	Programs, Electives and alternative course availability: Source: LCAP Student Survey Middle School Only	2023-24 LCAP Student Survey Results indicate that students agree or strongly agree the following: • 91% stated that they have access to programs and services such as after-school sports • 94% stated that their school offers elective classes to help explore	2024-25 LCAP Student Survey Results indicate that students agree or strongly agree with the following: • 91% stated that they have access to programs and services such as after-	2025-26 LCAP Student Survey Results indicate that students agree or strongly agree with the following: • 93% stated that they have access to programs and services such as after-	Percentage of students that felt their school offered elective classes to help explore interest and future careers will be maintained or increased.	• Stated that they have access to programs and services such as after-school sports: Improved 2% • Stated that their school offers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		interest in future careers • 96% state that their school provides opportunities to take honors or advanced courses	school sports • 91% stated that their school offers elective classes to help explore interest in future careers • 94% stated that their school provides opportunities to take honors or advanced courses	school sports • 90% stated that their school offers elective classes to help explore interest in future careers • 93% stated that their school provides opportunities to take honors or advanced courses		elective classes to help explore interest in future careers: Declined 4% • Stated that their school provides opportunities to take honors or advanced courses: Declined 3%
3.4	Professional Development for Educational Technology integration Source: LCAP Staff Survey	2023-24 LCAP Student Survey Results: 78% of staff state that the professional learning opportunities to integrate technology into standards-based lessons have been useful in their practice.	2024-25 LCAP Student Survey Results: 79% of Staff state that the professional learning opportunities to integrate technology into standards-based	2025-26 LCAP Student Survey Results: 78% of Staff state that the professional learning opportunities to integrate technology into standards-based	Staff Survey Results indicating that staff agree or strongly agree in PD effectiveness will increase.	- Staff stated that the professional learning opportunities to integrate technology into standards-based lessons have been useful in their practice: No Change 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			lessons have been useful in their practice.	lessons have been useful in their practice.		
3.5	Scholar Advanced Data for Student enrollment	2023-24: Scholar Advanced Total Enrollment • 24 students	2024-25: Current enrollment is 54 students	2025-26: Current enrollment is 68 students.	The number of students identified as Scholar Advanced will increase annually.	Enrollment grew by 44 students
3.6	Passion Programs (VAPA, STEM, AVID, IB) Source: LCAP Parent Survey & BPSD VAPA Parent Survey	2023-24 LCAP Parent Survey Results indicate that parents agree or strongly agree with the following: • 71% of parents state they are provided adequate information on Passion Programs (STEM, VAPA, AVID, IB, etc) to help them understand what their child is learning in school. English Learner parents made up 44.4% of Survey participants- 30% not adequate instruction 2023-24 VAPA Parent Survey Results indicate that parents agree or	2024-25 LCAP Parent Survey Results indicate that parents agree or strongly agree with the following: • 77% of parents state they are provided adequate information on Passion Programs (STEM, VAPA, AVID, IB, etc) to help them understand what their child is learning in school. English Learner	2025-26 LCAP Parent Survey Results indicate that parents agree or strongly agree with the following: • 79% of parents state they are provided adequate information on Passion Programs (STEM, VAPA, AVID, IB, etc) to help them understand what their child is learning in school. English Learner	Parent Survey Results indicating parents agree or strongly agree on being informed on Passion Programs and VAPA opportunities for students will increase.	• 79% of parents state they are provided adequate information on Passion Programs (STEM, VAPA, AVID, IB, etc) to help them understand what their child is learning in school: Improved 8% • 4.2% of English Learner parents disagree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		strongly agree with the following: • 84.7% of parents state they feel their child's school provides opportunities for involvement in visual and performing arts The schools identified as prioritizing music instruction include Gilbert, Pendleton, and Whitaker, each with over 80% of their student populations classified as low-income.	parents made up 46.6% of Survey participants - 5.3% disagree that their child has adequate instruction 2024-25 VAPA Parent Survey Results indicate that parents agree or strongly agree with the following: • 89.9% of parents state they feel their child's school provides opportunities for involvement in visual and performing arts The schools identified as prioritizing music instruction include Gilbert, Pendleton, and Whitaker, each with over 80% of their student	parents made up 39.4% of Survey participants - 4.2% disagree that their child has adequate instruction 2025-26 VAPA Parent Survey Results indicate that parents agree or strongly agree with the following: • 88% of parents state they feel their child's school provides opportunities for involvement in visual and performing arts The schools identified as prioritizing music instruction include Gilbert, Pendleton, and Whitaker, each with over 80% of their student		that their child has adequate instruction: Improved 25.8% • 88% of parents state they feel their child's school provides opportunities for involvement in visual and performing arts: Improved 3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			populations classified as low-income.	populations classified as low-income.		

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Goal 3 has been effectively implemented, with continued efforts focused on strengthening student outcomes through high-quality instruction, enrichment opportunities, and expanded access to college and career pathways. The District continued to provide STEM and music instruction, passion programs, advanced academic opportunities, and middle school college and career exploration initiatives designed to increase student engagement, real-world learning experiences, and future readiness.

Successes
One of the major successes under Goal 3 was the continued expansion and strong participation in enrichment, elective, and pathway opportunities across the district. Student survey data reflected positive perceptions regarding access to programs and electives. In the 2025–26 LCAP Student Survey, 93% of students reported access to programs and services such as after-school sports, 90% stated that their school offers elective classes to explore career interests, and 93% reported that their school provides opportunities to take honors or advanced courses. These results demonstrate continued student access to meaningful enrichment and pathway experiences.

Middle schools offered a wide range of elective and Career Technical Education (CTE)-related courses, including drumline, visual arts, applied arts, STEM, digital media, horticulture, and leadership, allowing students to explore diverse interests and develop real-world skills. The district also continued to invest in strengthening passion programs and Visual and Performing Arts (VAPA) opportunities at school sites.

Parent feedback also reflected strong support for these opportunities. The 2025–26 LCAP Parent Survey indicated that 79% of parents agreed or strongly agreed that they received adequate information regarding Passion Programs, including STEM, VAPA, AVID, IB, and other enrichment opportunities. In addition, 88% of parents agreed or strongly agreed that their child’s school provides opportunities for involvement in visual and performing arts.

The district also saw growth in participation in advanced academics. Scholar Advanced enrollment increased from 24 students at baseline to 68 students during the 2025–26 school year, reflecting significant expansion in advanced learning opportunities and student participation.

Career Weeks were held at school sites, helping students explore a variety of industries and professions. In addition, the Career Connected Schools initiative, in partnership with the Orange County Department of Education, continued implementation at the middle school level through activities aligned with the Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) framework and staff professional development focused on college and career readiness.

The middle school college course pilot in partnership with Fullerton College also continued to expand early college access opportunities and generated strong student interest and participation, particularly among underrepresented student groups. Collectively, these programs contributed to increased student engagement, expanded access to meaningful learning pathways, and strengthened college and career readiness.

Additional indicators also demonstrated positive outcomes. CAST Science performance increased slightly overall from baseline, with notable gains among students experiencing homelessness. Physical Fitness Test participation rates remained high across grade levels, and foster youth participation improved significantly compared to baseline.

Challenges
While Goal 3 actions were largely implemented as planned, some challenges remained.

Although college and career readiness initiatives and advanced opportunities were well received, there remains a need for ongoing academic and executive functioning supports to help students fully access rigorous coursework and early college opportunities.

Survey data also identified areas for continued improvement. Parent survey responses regarding communication about Passion Programs remained relatively stable overall, indicating a continued need to strengthen family outreach and awareness regarding available opportunities and supports. Professional development survey data on technology integration also remained unchanged from baseline, suggesting the district should continue building staff capacity in instructional technology integration and in innovative instructional practices.

Despite these challenges, the district successfully continued expanding enrichment opportunities, advanced academics, and college and career pathways while maintaining high levels of student participation and engagement in programs aligned to student interests and future readiness.

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.

Several material differences were observed between the budgeted and estimated actual expenditures for Goal 3:

Action 3.2- Outdoor Science Camp: Decrease in expenditures due to lower student count in summer camp.
Action 3.3 - The difference between the budgeted and actual expenditures was due to a data entry error. The budgeted amount should have matched the actual expenditure; therefore, there was no material difference in expenditures.
Action 3.4- District Passion Program: Increase in expenditures due to program expansion and increased program needs
Action 3.5 - The GATE activities are still in progress; the expenditures were not needed as planned
Action 3.7 - The middle school college course program continues to support middle school students through CTE courses. Since the action is completed due to funding provided by Fullerton College, the planned percentage of improved services is calculated as the cost of the action - $14,149/39,418,203 (budgeted base) - 0.0003589%
Action 3.8 - Actual expenditures were higher than budgeted due to increased student enrollment in the District's alternative learning programs.

Action 3.11 (Educational Programs): Decrease in expenditures due to the utilization of other funding sources.
Action 3.12 - Program Specialist - The action was not budgeted this year due to the implementation of Community schools, which added the same positions at the Middle schools to serve the intended purposes, along with community services.

These variances did not affect overall service delivery, and the planned percentage of improved services was maintained across actions.

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

Overall, Goal 3 has been effectively implemented with meaningful progress toward increasing student outcomes through high-quality instruction, expanding enrichment opportunities, and strengthening college and career pathway programs.

Effectiveness:
Actions under Goal 3 have been effective in broadening students' access to diverse learning opportunities and increasing students' engagement in school programs aligned with college and career readiness. The expansion of STEM instruction, supported through professional development aligned to the Next Generation Science Standards (NGSS), continued to provide students with hands-on, inquiry-based learning experiences that promoted critical thinking and real-world application. CAST Science performance showed slight overall improvement from baseline, with notable subgroup gains among students experiencing homelessness.

Passion programs in areas such as arts, music, leadership, horticulture, STEM, and visual and performing arts were successfully implemented across school sites, offering students voice, choice, and opportunities to explore future interests and careers. Student survey data indicated strong access to these opportunities: 93% of students reported access to programs and services such as after-school sports, 90% indicated that their schools offer elective classes to explore future careers, and 93% reported opportunities to take honors or advanced courses.

Middle schools continued to offer a variety of electives and Career Technical Education (CTE)-related courses, including digital media, applied arts, STEM, horticulture, drumline, visual arts, and leadership.

Parent feedback also demonstrated strong support for enrichment opportunities. Parent survey data indicated that 79% of parents agreed or strongly agreed they received adequate information regarding Passion Programs such as STEM, VAPA, AVID, and IB opportunities, while 88% reported their child’s school provides opportunities for involvement in visual and performing arts.

Additionally, Career Weeks and the continued implementation of the Career Connected Schools initiative, in partnership with the Orange County Department of Education, strengthened early college and career awareness through activities aligned with the Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) framework. The middle school-college course pilot with Fullerton College also continued to expand early-college exposure and participation opportunities for students.

Ineffectiveness:
Despite these successes, some areas require continued refinement and support. While enrichment and pathway programs increased student engagement and participation, stronger alignment between these opportunities and measurable academic outcomes in English Language

Arts and mathematics is still needed. Additional systems to monitor program effectiveness, student progress, and long-term college and career-readiness outcomes will help strengthen implementation moving forward.

Furthermore, although parent survey results remained positive overall, communication regarding available programs and opportunities showed only modest growth, indicating a continued need to strengthen family outreach and awareness efforts. Continued support, clearer instructional integration, and strengthened data-collection practices will be essential to ensuring sustained improvement in student achievement and college- and career-readiness outcomes.

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

Based on reflections from the 2025–26 implementation of Goal 3, no changes were made to the overall goal, metrics, or target outcomes, as the district remains committed to expanding college and career pathway programs and strengthening instruction in core academic areas.

Action 3.4 District Passion Program - The budget was increased to expand leadership opportunities for middle school students.
Action 3.7 - The planned percentage of improved services for 2026-27 - is calculated as the cost of the action - $14149/40,568,636 (LCFF base) - 0.0003488%
Action 3.9 - Outdoor Wellness Activities - The budget was increased for staffing needs to support 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
3.1	STEM Instruction and PD	School sites will provide professional development designed to increase content knowledge of STEM, including but not limited to training, coaching, and planning for math and science content and instructional strategies that engage our English Learners, low-income students, and foster youth with diverse needs.	$55,800.00	Yes
3.2	Outdoor Science Camp	6th grade students will have an opportunity to experience science instruction in a setting most conducive to learning STEM by attending an overnight outdoor science camp. This provides greater access for foster youth, English Learners, and low income students.	$261,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Passion Programs /CTE Pathways	Each site will have a well-defined and articulated school focus that complements, extends, and enriches the core curriculum for all students including EL students, low socio-economic students, and foster youth. Readiness knowledge skills, college career exploration, community partnerships, and highly trained staff are the hallmark of each site's passion program.	$67,500.00	Yes
3.4	District Passion Programs / CTE Pathways	To support college and career readiness for all students, including English learners, low-income students, and foster youth, staff will receive training and support in the implementation of the IB Primary Years Programme (PYP) and AVID strategies through professional learning opportunities, conferences, and designated staff support.	$244,658.00	Yes
3.5	GATE	To increase access to enrichment and advanced learning opportunities for all students, including English learners, low-income students, and foster youth, the district will provide GATE programming, including GATE Super Saturdays, enrichment projects, academic competitions, and other activities designed to foster student strengths, talents, and college and career readiness.	$44,350.00	No
3.6	GATE Scholar Program	Providing increased access to the GATE program for English Learners, foster youth, and economically disadvantaged students by implementing equitable identification and outreach practices and providing GATE enrichment and activity opportunities.	$7,500.00	Yes
3.7	Middle School College Course	Partnership with Fullerton College that allows middle school students to enroll in college courses and access the necessary textbooks, resources, and materials in support of low-income students, English Learners, and foster youth. Since the action is completed due to funding provided by Fullerton College, the planned percentage of improved services is calculated as the cost of the action - $14,149/39,234,396 (budgeted base) - 0.03606%. The planned percentage of improved services for 2026-27 - is	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		calculated as the cost of the action - $14149/40,568,636 (LCFF base) - 0.0003488%		
3.8	Alternative Learning Programs	Independent Studies - Virtual program provides virtual teaching and learning model of standards based instruction in support of all students.	$45,000.00	No
3.9	Outdoor Wellness Activities	Increase the health and wellness of students by adhering to the mandated instructional minutes for outdoor physical activities with extra attention given to increase skills, build stamina, and promote positive peer interaction for all students including EL students, low socio-economic students, and foster youth.	$204,353.00	Yes
3.10	Elementary Music Instruction Teacher	Students, including foster youth, English language learners, and low-income students, will have access to standards-aligned music instruction representative of the school's cultures, traditions, and celebrations.	$93,940.00	Yes
3.11	Educational Programs	The Director of Educational Services provides support district-wide to various district programs such as Expanded Learning Opportunities, GATE Instruction, and interventions. Educational Programs focus on support systems for English Learners, low-income students, and foster youth, including academic intervention, wellness, and enrichment activities.	$203,446.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Promoting emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments is an essential goal for school districts within the Local Control and Accountability Plan (LCAP). This initiative is crucial as data from the district highlights disparities in suspension rates and chronic absenteeism, which can be mitigated by enhancing student connectedness and the inclusivity of the educational setting. Culturally responsive practices and the establishment of secure, supportive environments encourage students to participate actively and feel valued within their educational community. This not only leads to improved academic outcomes but also reduces behavioral issues and absenteeism.

Suspension and chronic absenteeism data by student subgroups at the district level and within schools substantiates the need for a goal that promotes specific strategies designed to eliminate disparities and increase attendance for all students if necessary. Additionally, student, parent, and staff surveys also indicate a need to continue efforts that are in place that are supportive of safe and healthy habits of mind and body, connections with adults, and parent engagement. By integrating family and staff into the development of this goal, the school strengthens its community, enhancing communication and cooperation, which are pivotal for sustaining student cognitive and emotional engagement, which is critical to academic success.

Progress will be assessed using the metrics outlined below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Source: Calpads	Aug. 2023 - Mar. 2024: Attendance rate to date is 93.59% • Students with Disabilities: 91.86% • Homeless: 88.14% • Foster: 94.88% • English Learner: 94.14% • Race-African American: 88% • Low Income 93.27%	Aug. 2024 - Mar. 2025: District attendance rate as of enrollment on March 31, 2025, is 94.2% • Students with Disabilities: 92.5% • Homeless: 89.6% • Foster: 95.4% • English Learner: 94.4% • Race-African American: 91.2% • Low Income 93.7%	Aug. 2025 - Mar. 2026: District attendance rate as of enrollment on March 31, 2026, is 94.85% • Students with Disabilities: 93.32% • Homeless: 91.4% • Foster: 95.27% • English Learner: 95.47% • Race-African American: 94.12% • Low Income 94.49%	Improve overall attendance rate to 96%. Improve sub-group attendance rate 3% or higher.	Overall: Improved 1.26% Sub-groups: • Students with Disabilities: Improved 1.46% • Homeless: Improved 3.26% • Foster: Improved 0.39% • English Learner: Improved 1.33% • Race-African American: Improved 6.12% • Low Income: Improved 1.22%
4.2	Chronic Absenteeism Source: Dashboard	2023 Dashboard: 24.7% of students are considered chronically absent. Performance Level: Orange Subgroups:	2024 Dashboard: 18.8% of students are considered chronically absent. Performance Level: Yellow Subgroups:	2025 Dashboard: 16.5% of students are considered chronically absent. Performance Level: Yellow Subgroups:	Overall District Performance level in Chronic Absenteeism will improve by 3% or performance level.	Overall: Improved 8.2% Sub-groups: • Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Socioeconomically Disadvantaged: 27.1% • English Learners: 24.2% • Students with Disabilities: 33.7% • Homeless: 41.7% • Foster Youth: 48.7% • African American: 37.7% • Asian: 7.7% • Filipino: 10.4% • Hispanic: 28.9% • Two or More Races: 35.3% • White: 20.5% Arthur F. Corey: • English Learners: 25.3% • Students with Disabilities: 32.2% Buena Park Middle School: • Homeless: 40%	• Socioeconomically Disadvantaged: 21.2% • English Learners: 16.8% • Long-Term English Learners: 19.4% • Students with Disabilities: 26.8% • Homeless: 42.4% • Foster Youth: 27.3% • African American: 34.0% • Asian: 6.5% • Filipino: 4.0% • Hispanic: 22.1% • Two or More Races: 22.5% • White: 15.6%	• Socioeconomically Disadvantaged: 18.7% (Declined 2.5%) • English Learners: 15.2% (Declined 1.6%) • Long-Term English Learners: 19.8% (Maintained 0.4%) • Students with Disabilities: 23.9% (Declined 3%) • Homeless: 35.8% (Declined 6.6%) • Foster Youth: 18.8% (Declined 8.5%) • African American: 30.2%	Each Subgroup in Chronic Absenteeism will improve by 3%.	Improved 8.4% • English Learners: Improved 9% • Long-Term English Learners: Declined 0.4% • Students with Disabilities: Improved 9.8% • Homeless: Declined 5.9% • Foster Youth: Improved 29.9% • African American: Improved 7.5% • Asian: Improved 3.9% • Filipino: Improved 4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• African American: 51.2% Charles G. Emery Elementary: • English Learners: 13.3% James A. Whitaker Elementary: -All: 35.1% • English Learners*: 29.9% • Students with Disabilities: 44.3% • Hispanic: 37.2% Mabel L. Pendleton Elementary: • English Learners*: 32.6%	Arthur F. Corey: • English Learners: 17.8% • Students with Disabilities: 32.1% Buena Park Middle School: • Homeless: 42.9% • African American: 48.1% Charles G. Emery Elementary: • English Learners: 8.5% James A. Whitaker Elementary: • All: 25.8% • English Learners*: 18.3% • Students with Disabilities: 33.8% • Hispanic: 27.3%	(Declined 3.9%) • Asian: 3.8% (Declined 2.6%) • Filipino: 6.1% (Increased 2.1%) • Hispanic: 19.8% (Declined 2.3%) • Two or More Races: 22.4% (Maintained -0.1%) • White: 10.1% (Declined 5.5%) Arthur F. Corey: • English Learners: 13.2% (Declined 4.6%) • Students with Disabilities: 21.2% (Declined 11%)		• Hispanic: Improved 9.1% • Two or More Races: Improved 12.9% • White: Improved 10.4% Arthur F. Corey: • English Learners: Improved 12.1% • Students with Disabilities: Improved 11.0% Buena Park Middle School: • Homeless: Declined 3.6% • African American: Improved 14.5% Charles G. Emery Elementary:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mabel L. Pendleton Elementary: • English Learners*: 21.7%	Buena Park Middle School: • Homeless: 36.4% (Declined 6.5%) • African American: 36.7% (Declined 11.5%) Charles G. Emery Elementary: • English Learners: 2.5% (Declined 6.1%) James A. Whitaker Elementary: • All: 20.1% (Declined 5.7%) • English Learners*: 16% (Declined 2.3%) • Students with Disabilities: 27.4% (Declined 6.4%)		• English Learners: Improved 10.8% James A. Whitaker Elementary: • All: Improved 15% • English Learners*: Improved 13.9% • Students with Disabilities: Improved 16.9% • Hispanic: Improved 16.1% Mabel L. Pendleton Elementary: • English Learners*: Improved 13.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• Hispanic: 21.1% (Declined 6.2%) Mabel L. Pendleton Elementary: • English Learners*: 19.3% (Declined 2.4%)		
4.3	Suspensions Source: Dashboard	2023 Dashboard: 2.8% suspended at least one day Performance Level: Orange • Subgroups: • Socioeconomically Disadvantaged: 3.2% • English Learners: 2.6% • Students with Disabilities: 3.7% • Homeless: 5.8% • African American: 7.2% • Asian: 0.9% • Filipino: 1.6%	2024 Dashboard: 2.0% suspended at least one day Performance Level: Orange • Subgroups: • Socioeconomically Disadvantaged: 3.2% • English Learners: 2.4% • Long-Term English Learners: 7.3% • Students with	2025 Dashboard: 1.3% of students suspended at least one day (Declined 0.7%) Performance Level: Green Subgroups: • Socioeconomically Disadvantaged: 1.6% (Declined 0.8%) • English Learners: 1.3% (Declined 1.1%) • Long-Term	Overall District Performance level in Suspensions will improve by 3% or performance level. Each Subgroup in Suspensions will improve by 3%.	Overall: Improved 1.5% Sub-groups: • Socioeconomically Disadvantaged: Improved 1.6% • English Learners: Improved 1.3% • Long-Term English Learners: 2024 Baseline: Improved 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Hispanic: 3% • Two or More Races: 3.6% • White: 4.7% Buena Park Middle School: • Homeless: 15.9% • African American: 19% Gordon H. Beatty Middle School: • White: 13.9%	Disabilities: 3.7% • Homeless: 3.2% • Foster: 8.3% • African American: 3.4% • Asian: 0.9% • Filipino: 0.6% • Hispanic: 2.2% • Two or More Races: 2.8% • White: 3.1% Buena Park Middle School: • Homeless: 6.3% • African American: 6.5% Gordon H. Beatty Middle School: • White: 5.9%	English Learners: 3.7% (Declined 3.5%) • Students with Disabilities: 3.3% (Increased 0.6%) • Homeless: 3.2% (Maintained 0.1%) • Foster Youth: 1.9% (Declined 6.4%) • African American: 2.3% (Declined 1.1%) • Asian: 0.4% (Declined 0.4%) • Filipino: 1.2% (Increased 0.6%) • Hispanic: 1.5% (Declined 0.7%)		• Students with Disabilities: Improved 0.4% • Homeless: Improved 2.6% • Foster: 2024 Baseline: Improved 6.4% • African American: Improved 4.9% • Asian: Improved 0.5% • Filipino: Improved 0.4% • Hispanic: Improved 1.5% • Two or More Races: Improved 2.3% • White: Improved 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• Two or More Races: 1.3% (Declined 1.5%) • White: 2.9% (Declined 0.3%) Buena Park Middle School: • Homeless: 3.5% (Declined 2.7%) • African American: 3.2% (Declined 3.2%) Gordon H. Beatty Middle School: • White: 5.9% (Maintained 0%)		Buena Park Middle School: • Homeless: Improved 12.4% • African American: Improved 15.8% Gordon H. Beatty Middle School: • White: Improved 8.0%
4.4	Expulsion Source: Dataquest	2022-23 DataQuest: The expulsion rate was 0.1%	2023-24 DataQuest: The expulsion rate was 0%.	2024-25 DataQuest: The expulsion rate was 0%.	Reduce expulsion rate	Reduced by 0.1%
4.5	Middle School Dropout rates CALPADs	2023-24 middle school dropout rate is 0.	2023-24 middle school dropout rate is currently at 0.	2024-25 middle school dropout rate is currently at 0.	Maintain dropout rate of 0	Maintained dropout rate of 0.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Student Connectedness and Engagement Source: SEL Survey, LCAP Survey	Spring 2024 Student SEL Survey results indicate: • Students feel supported through their relationships with friends, family, and adults at school (Supportive Relationships): 3 - 5: 88% (EL- 87%) 6 - 8: 82% (El - 80%) • Students regulate their emotions (Emotional Regulation): 3 - 5: 48% (EL- 42%) 6 - 8: 46% (EL- 42%) 2023-24 LCAP Student Survey Results indicate that students agree or strongly agree with the following: • 89.3% of students state that teachers and adults make them feel welcome • 87.5% feel that they can talk with a	Spring 2025 Student SEL Survey results indicate: • Students feel supported through their relationships with friends, family, and adults at school (Supportive Relationships): 3 - 5: 88% (EL - 88%) 6 - 8: 85% (EL - 82%) • Students regulate their emotions (Emotional Regulation): 3 - 5: 45% (EL- 44%) 6 - 8: 44% (EL- 42%)	Spring 2026 Student SEL Survey results indicate: • Students feel supported through their relationships with friends, family, and adults at school (Supportive Relationships): 3 - 5: 89% (EL - 89%) 6 - 8: 85% (EL - 83%) • Students regulate their emotions (Emotional Regulation): 3 - 5: 48% (EL - 47%) 6 - 8: 47% (EL - 44%)	SEL Survey: SEL survey results for a sense of belonging and emotional regulation increase 3% LCAP Student Survey results: Increase Sense of Belonging and School Connectedness by 3%	Spring 2025 Student SEL Survey Results: Supportive Relationships: • Grades 3-5: Improved 1.0% • Grades 3-5 English Learners: Improved 2.0% • Grades 6-8: Improved 3.0% • Grades 6-8 English Learners: Improved 3.0% Emotional Regulation: • Grades 3-5: No change 0.0% • Grades 3-5 English Learners: Improved 5.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		counselor about their feelings when they need it. • 81.6% feel teachers encourage them to share stories and experiences from their family or culture. • 95.6% feel that teachers and adults at this school believe I can do well in school.	2024-25 LCAP Student Survey Results indicate that students agree or strongly agree with the following: • 92% of students state that teachers and adults make them feel welcome • 85% feel that they can talk with a counselor about their feelings when they need it. • 82% feel teachers encourage them to share stories and experiences from their	2025-26 LCAP Student Survey Results indicate that students agree or strongly agree with the following: • 94% of students state that teachers and adults make them feel welcome • 84% feel that they can talk with a counselor about their feelings when they need it. • 89% feel teachers encourage them to share stories and experiences from their		• Grades 6-8: Improved 1.0% • Grades 6-8 English Learners: Improved 2.0% 2024-25 LCAP Student Survey Results: • Of students state that teachers and adults make them feel welcome: Improved 4.7% • Feel that they can talk with a counselor about their feelings when they need it: Declined 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			family or culture. • 93% feel that teachers and adults at this school believe I can do well in school.	family or culture. • 97% feel that teachers and adults at this school believe I can do well in school.		• Feel teachers encourage them to share stories and experiences from their family or culture: Improved 7.4% • Feel that teachers and adults at this school believe I can do well in school: Improved 1.4%
4.7	Parent and Family Engagement Source: LCAP Survey, Dashboard - Local Indicators	2023-24 LCAP Parent Survey Results indicate that parents agree or strongly agree to the following: Decision-making: • 81.5% have a say in	2024-25 LCAP Parent Survey Results indicate that parents agree or strongly agree to the following: Decision-making:	2025-26 LCAP Parent Survey Results indicate that parents agree or strongly agree to the following: Decision-making:	LCAP Parent Survey Results Decision-making: Increase the percent of parents who agree/strongly agree that they have a say in the	Parent Survey Results: Decision-making: • Have a say in decision-making at school:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		decision-making at school. • 71.5% have a say in decision-making at the district level. Communication: • 93.4% there is someone at the school that they can easily/freely talk to in their preferred language. • 95.7% of them receive documents and communications from the school in their preferred language. • 87.2% that their child/children's school builds strong partnerships with families and informs parents of ways to be	• 87% have a say in decision-making at school. • 79% have a say in decision-making at the district level. Communication: • 97% there is someone at the school that they can easily/freely talk to in their preferred language. • 97% of them receive documents and communications from the school in their	• 87% have a say in decision-making at school. • 87% have a say in decision-making at the district level. Communication: • 97% there is someone at the school that they can easily/freely talk to in their preferred language. • 98% of them receive documents and communications from the school in their	district and school site by 3% Communication: Maintain or increase the percent of parents who agree/strongly agree that they can speak with someone in their own language and receive communication in their preferred language Increase the percentage of parents who agree/strongly agree to build partnerships by 3% Local Indicators: Maintain or increase local indicators to Full Implementation and Sustainability	Improved 5.5% • Have a say in decision-making at the district level: Improved 15.5% Communication: • There is someone at the school that they can easily/freely talk to in their preferred language: Improved 3.6% • Of them receive documents and communications from the school in their preferred language:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		involved at school. Buena Park School District Local Indicators Report: 1. Progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. Score: 5 Full Implementation and Sustainability 2. Progress in creating welcoming environments for all families in the community. Score: 4 Full Implementation 3. Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Score: 4 Full Implementation 4. Progress in developing multiple opportunities for the LEA and school sites to	preferred language. • 89% that their child/children's school builds strong partnerships with families and informs parents of ways to be involved at school. Buena Park School District Local Indicators Report: 1. Progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. Score: 4 Full Implementation	preferred language. • 95% that their child/children's school builds strong partnerships with families and informs parents of ways to be involved at school. Buena Park School District Local Indicators Report: Buena Park School District Local Indicators Report: 1. Progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and		Improved 2.3% • That their child/children's school builds strong partnerships with families and informs parents of ways to be involved at school: Improved 7.8% Buena Park School District Local Indicators Report: Progress in developing the capacity of staff to build trusting and respectful relationships with families: Maintained Full Implementation Progress in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		engage in 2-way communication between families and educators using language that is understandable and accessible to families. Score: 4 Full Implementation	2. Progress in creating welcoming environments for all families in the community. Score: 4 Full Implementation 3. Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Score: 5 Full Implementation and Sustainability 4. Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	respectful relationships with families. Score: 4 Full Implementation 2. Progress in creating welcoming environments for all families in the community. Score: 5 Full Implementation and Sustainability 3. Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Score: 4 Full Implementation 4. Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators		creating welcoming environments for all families in the community: Increased to Full Implementation and Sustainability Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Declined to Full Implementation Progress in developing multiple opportunities for 2-way communication between families and educators: Maintained Full Implementation and Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Score: 5 Full Implementation and Sustainability	using language that is understandable and accessible to families. Score: 5 Full Implementation and Sustainability		
4.8	LCAP Survey: School Climate	2023-24 LCAP Survey Results indicate that Students, Parents, and Staff agree or strongly agree with the following statements: Staff: • 91.7% say adequate safety measures are in place to keep staff and students healthy. Parents: • 89.5% say adequate safety measures are in place to keep staff and students healthy. • 81.3% feel that behavior concerns are	2024-25 LCAP Survey Results indicate that Students, Parents, and Staff agree or strongly agree with the following statements: Staff: • 87% say adequate safety measures are in place to keep staff and students healthy. Parents: • 92% say adequate safety measures are in place to keep staff	2025-26 LCAP Survey Results indicate that Students, Parents, and Staff agree or strongly agree with the following statements: Staff: • 86% say adequate safety measures are in place to keep staff and students healthy. Parents: • 94% say adequate safety measures are in place to keep staff	Increase School Climate LCAP Survey Results by 3% for Student, Parent and Staff groups.	Staff Survey Results: • Say adequate safety measures are in place to keep staff and students healthy: Declined 5.7% Parents Survey Results: • Say adequate safety measures are in place to keep staff and students healthy: Improved 4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		dealt with fairly at school. • 95% feel that their child/children feel welcomed at school. • 91.5% of parents feel welcomed at their child/children's school. • 88.8% feel that their child/children's needs are being met. • 91% say their child/children can get counseling services when they need it Students: • 92.1% say adequate safety measures are in place to keep staff and students healthy.	and students healthy. • 84% feel that behavior concerns are dealt with fairly at school. • 93% feel that their child/children feel welcomed at school. • 92% of parents feel welcomed at their child/children's school. • 92% feel that their child/children's needs are being met. • 93% say their child/children can get counselin	and students healthy. • 89% feel that behavior concerns are dealt with fairly at school. • 99% feel that their child/children feel welcomed at school. • 97% of parents feel welcomed at their child/children's school. • 90% feel that their child/children's needs are being met. • 98% say their child/children can get counselin		• Feel that behavior concerns are dealt with fairly at school: Improved 6% • Feel that their child/children feel welcomed at school: Improved 4% • Of parents feel welcomed at their child/children's school: Improved 6% • Feel that their child/children's needs are being met: Improved 1.2% • Say their child/children can

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			g services when they need it Students: • 90% say adequate safety measures are in place to keep staff and students healthy.	g services when they need it Students: • 92% say adequate safety measures are in place to keep staff and students healthy.		get counseling services when they need it: Improved 7% Student Survey Results: • Say adequate safety measures are in place to keep staff and students healthy: Declined 0.1%
4.9	Facility Inspection Tool Source: FIT Report in SARC	Per SARC 2022-23 Facilities Report, all school facilities were "Exemplary" in the Overall Facility Rate. Work Orders submitted for Vandalism and Grafitti: 14 submissions	Per SARC 2023-24 Facilities Report submitted in January 2025, all school facilities were "Exemplary" in the Overall Facility Rate. Work Orders submitted for Vandalism and Graffiti (Aug. 2024	Per SARC 2024-25 Facilities Report, all school facilities were "Exemplary" in the Overall Facility Rate. Work Orders submitted for Vandalism and Graffiti (Aug. 2025 - March. 2025): 3 submissions	Maintain all school facilities are Exemplary rating.	Work Orders submitted for Vandalism and Grafitti: Improved by 10 submissions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			- Mar. 2025): 4 submissions			
4.10	Parent Participation for Students with Disabilities	2023-24: NOC SELPA Community Advisory Committee conducts presentations to support parents of Students With Disabilities every other month. BPSD parents are invited to all the presentations. Two of the school sites hosted Special Olympics in the spring for students to engage in activities to promote physical fitness and skill development and foster a sense of community and belonging by inviting families and community members. Parent and Family Engagement events are planned at the schools sites for students with exceptional needs.	2024-25: NOC SELPA Community Advisory Committee conducts presentations to support parents of Students With Disabilities every other month. BPSD parents are invited to all the presentations. Two of the school sites hosted Special Olympics in the spring for students to engage in activities to promote physical fitness and skill development and foster a sense of community and belonging by inviting families and community members. Parent and Family Engagement events are planned at the schools sites	2025-26: NOC SELPA Community Advisory Committee provided 4 Parent Workshops with topics including Transitioning to High School, IEP Collaboration, Preparing for Summer and Boundaries & Independence Two of the school sites hosted Special Olympics in the spring for students to engage in activities to promote physical fitness and skill development and foster a sense of community and belonging by inviting families and community members. Parent and Family Engagement events are planned	Increase the number of parent engagement opportunities for students with disabilities annually.	Maintained consistent parent engagement opportunities for families and offered varied activities of of more than 4.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for students with exceptional needs.	at the schools sites for students with exceptional needs.		
4.11	Parent Training	2023-24: The District provided 19 PK-8 grade workshops/trainings throughout the school year. Workshop/trainings topics included: Early Childhood Literacy, Preparing Your Child for Middle School, and Looking Forward to University. Four (4) workshops were provided to English Learner families on the English Learner process from initial identification to exiting program monitoring. All parent trainings provided live translation. Families also had the opportunity to participate in free English classes both in fall and spring provided by Fresno Pacific University.	2024-25: The District has provided 22 PK-8th grade parent workshops and trainings. Workshop topics ranged from Parent-Child relationships, parent-school relationships, English Learner process and support. Number of Participants: 303 All parent trainings provided live translation. Families also had the opportunity to participate in free English classes both in fall and spring provided by Fresno Pacific University.	2025-26: The District has provided 20 PK-8th grade parent workshops and trainings. All parent trainings provided live translation and childcare. Topics included: Parenting, Preschool, Educations Essentials for Families Number of Participants: xxx (NM will have by 5/22) Families also had the opportunity to participate in free English classes both in fall provided by Fresno Pacific University. Participants: 7	Maintain high-quality parent training opportunities responsive to parent needs. and increase average attendance by 5% yearly.	Maintained a consistent level of parent workshops and trainings of 20, providing a continuum of support and varied classes. Families also had the opportunity to participate in free English classes both in fall provided by Fresno Pacific University. Participants: 7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.12	Parent Advisory Group	2023-24: Parent advisory meetings such as ELAC, DELAC, LCAP Steering Committee are held throughout the year. • 17 ELAC meetings were held at school sites across the district • 7 DELAC meetings were held at the District level • 8 parents attended the CABE conference with 2 parents presenting. • 4 Staff attended CABE conference • 4 LCAP Steering Committee meetings were held at the district level	2024-25: Parent advisory meetings such as ELAC, DELAC, LCAP Steering Committee are held throughout the year. The following were conducted as of April 1, 2025. • 16 ELAC meetings were held at school sites across the district • 7 DELAC meetings were held at the District level • 5 LCAP Steering Committee meetings were held at the district level	2025-26: Parent advisory meetings such as ELAC, DELAC, LCAP Steering Committee are held throughout the year. The following were conducted as of Dec. 31, 2025. • 39 ELAC meetings were held at school sites across the district • 7 DELAC meetings were held at the District level • 4 LCAP Steering Committee meetings were held at the district level • 10 District Community	Maintain or increase the number of parent advisory meetings such as ELAC, DELAC, LCAP Steering Committee for parents at site and district level. Maintain or increase the number of parent workshops around EL parent needs as identified on EL Parent Survey. Ensure that site committees are adequately represented by parents.	Parent Advisory meeting opportunities increased by 20 meetings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Schools Steering Committee meetings		
4.13						

Goal Analysis [2025-26]

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

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

Overall, Goal 4 has been effectively implemented with meaningful progress in promoting emotional engagement, connectedness, and positive school climate among students, families, and staff.

Successes:
The district prioritized creating safe, inclusive, and culturally responsive environments through the implementation of site-based outreach staff, S-BRITES and behavior response teams, wellness supports, attendance interventions, and expanded family engagement initiatives. These efforts contributed to measurable improvements across several key indicators. District attendance improved from 93.57% at baseline to 94.85%, with gains among Students with Disabilities, Homeless Youth, Foster Youth, English Learners, and African American students. Chronic absenteeism rates also declined significantly from 24.7% to 16.5%, while suspension rates decreased from 2.8% to 1.3%, improving the district's Dashboard performance level from Orange to Green.

Professional development in social-emotional learning (SEL), trauma-informed practices, restorative approaches, cultural responsiveness, and de-escalation strategies enhanced staff capacity to support student well-being and emotionally safe learning environments. Feedback from student, staff, and parent surveys reflected improved perceptions of school climate, connectedness, communication, and family engagement. SEL survey results demonstrated improvements in supportive relationships, emotional regulation, and student sense of belonging across multiple grade spans. Parent survey data also reflected increased feelings of inclusion, communication accessibility, and opportunities for involvement in decision-making processes. In addition, parent workshops, advisory committees, and translated engagement opportunities continued to strengthen partnerships between schools and families.

Challenges:
While progress was evident, ensuring consistent implementation of supports across all school sites remained a challenge. Some student groups continue to experience higher rates of chronic absenteeism and behavioral challenges compared to district averages, indicating a continued need for targeted interventions and progress monitoring. Additionally, participation levels in some parent workshops and

leadership opportunities remained inconsistent, highlighting the need for continued outreach efforts, language accessibility, and flexible engagement opportunities to ensure equitable participation for all families.

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

Several material differences between budgeted and estimated actual expenditures occurred under Goal 4:

Action 4.2 - Student Engagement and Outreach Clerk: Increase in expenditures due to additional hours spent supporting students and families.
Acton 4.5 - Nurses and Health Services: Decrease in expenditures due to decrease in staff and staff hours.
Action 4.6- Parent Workshop: Decrease in expenditures as some resources originally planned for purchase were later obtained through free options and alternative funding sources
Action 4.7 - LCAP Advisory: Decrease in expenditures as the action was implemented internally without the use of contracted support.
Action 4.8 - Actual expenditures were lower than budgeted due to the increased use of internal staff to provide services rather than contracting with outside agencies, resulting in cost savings.Action 4.11 - Behavior Response Team: Decrease in expenditures due to a vacant position.
Action 4.15 – Wellness Teacher: Decrease in expenditures due to costs being supported through other funding sources.

These differences did not significantly impact the delivery of services, and the planned percentages of improved services were met or exceeded in most areas.

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

Goal 4 was effectively implemented, with most actions completed as planned. The district maintained its commitment to fostering safe, inclusive, and culturally responsive learning environments that promoted emotional engagement, connectedness, and student well-being among students, families, and staff.

Effectiveness:
Implementation of Goal 4 resulted in measurable improvements across multiple climate and engagement indicators. Districtwide attendance, chronic absenteeism, and suspension rates showed improvements. Positive trends were demonstrated across several student groups, including English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.

Student, parent, and staff survey results reflected strengthened perceptions of school connectedness, emotional safety, communication, and support systems. Students reported positive relationships with supportive adults at school and improvements in emotional regulation skills, while parents indicated increased opportunities for involvement and communication in their preferred language. The district also maintained exemplary FIT ratings across school facilities, supporting safe and welcoming learning environments.

Districtwide systems and supports, including wellness supports, attendance outreach efforts, and professional development in SEL, restorative practices, trauma-informed approaches, cultural responsiveness, and de-escalation strategies, contributed to the overall effectiveness of Goal 4 and strengthened the district’s capacity to support student well-being and engagement.

Ineffectiveness:
Despite overall progress, some systems for monitoring student wellness, attendance, and behavioral interventions continue to require refinement to ensure consistency and sustainability districtwide. Additionally, while participation in family engagement opportunities increased overall, involvement levels among some groups remained inconsistent, highlighting the need for continued efforts to improve accessibility, communication methods, and engagement strategies. Ongoing monitoring and alignment of behavioral, attendance, and SEL supports will be necessary to sustain growth and ensure equitable outcomes for all students.

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.

After further review of Goal 4, we have determined that it aligns more closely with the definition of a broad goal rather than a focused goal; therefore, it has been reclassified to better reflect its purpose and scope.

No changes were made to the overall goal, metrics, or target outcomes for Goal 4; a few updates were made to budgets for actions for the 2026–27 school year based on implementation review:
Budget adjustment:

Action 4.1 Student and Community Services - Budget was increased to expand opportunities to increase attendance rates through Saturday Schools at all sites.
Action 4.13 Positive School Climate - The budget was increased to support expanded efforts in communicating school activities and events to students, families, and the broader community.
Actions 4.7, 4.11, and 4.14 - Budget is no longer needed as the work is being completed internally and supported through alternative funding sources. The District is planning to implement these actions with the same effect, using either other funding sources or reducing the scope of the actions.

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	Student and Community Services	The Department of Student and Community Services is committed to effectively boosting the district's daily attendance rate through the multi-tiered system of support and intervention for all students including EL students, low socio-economic students, and foster youth.This comprehensive approach encompasses awareness initiatives, recognition, and proactive and responsive measures programs.	$576,401.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Student Engagement and Outreach Clerk	To address the need to improve Chronic Absenteeism for all students, specifically African American, Two or More Races, Foster Youth, Students experiencing homelessness, Low Income students, and English Learners, a Student Engagement and Outreach Clerk will be at each site to provide support to students and families to improve attendance.	$454,929.00	Yes
4.3	Middle School Attendance Clerks	The middle school attendance clerks will track student attendance daily and periodically to monitor it closely. This will help identify patterns of chronic absenteeism and share this data with staff and parents in a timely manner. By prioritizing attendance tracking, the goal is to adopt a proactive approach, improve communication with families, and better determine effective interventions and supports. This intentional monitoring extends to all students, including English language learners, foster youth, and low-income students.	$183,520.00	Yes
4.4	Continuum of Mental Health Support Staff	Site school psychologists and site counselors will provide direct intervention tailored to the specific needs of students, as identified through diagnostic assessments. Student outcomes will be closely monitored and documented. Culturally responsive school-based intervention and other evidence-based strategies, a curriculum designed to meet the needs of our student subgroups, including English Learners, low-income students, and foster youth who often have limited access to mental health supports outside of school.	$939,307.00	Yes
4.5	Nurses and Health Services	School nurses and health care aides provide access to basic health care and support, helping to bridge disparities in health access and promote overall student well-being English language learners, low-income, and foster youth.	$539,814.00	Yes
4.6	Parent Workshops	Parent workshops from PK-8th grade will increase a family's ability to support student academics, wellness, and social-emotional development. This will prepare parents to be leaders in supporting site and district	$26,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic and SEL goals, focusing on the specific needs of foster youth, low-income students, and English Language Learners.		
4.7	LCAP Advisory group	Collect and analyze educational partner data from parents, students, and staff, to inform the BPSD instructional program plans, and to facilitate advisory group meetings to ensure that the LCAP responds to the needs of all our students.	$0.00	No
4.8	Translation and Interpreting Services	Additional translating and interpreting support will be provided to English Learner families to better access information and resources, and to facilitate communication. Services will allow for greater support of English Learners, low-income students, and foster youth.	$196,846.00	Yes
4.9	Enhanced Condition of Learning	Schools will create a fair, respectful, and inclusive school climate that creates a sense of belonging for students and families by implementing tiered PBIS, social-emotional learning, alternative to suspensions such as restorative practices, anti-bias culturally responsive strategies, trauma-sensitive, and authentic engagement for students, families, and the community. Middle School Assistant Principals will support school operations, safety, implementation of PBIS, SEL, restorative practices, family engagement, and community partnerships for English Learners, low-income students, and foster youth.	$475,976.00	Yes
4.11	Behavior Response Team	A behavior support team, comprised of a Behavior Specialist, an Instructional Assistant for Behavior, and a Board Certified Behavior Analyst (BCBA), will provide Tier 3 intervention support for students (Special Education and General Education) with behavioral needs. This team will also train site staff on effective behavior modification strategies. A review of various data points indicates that English Learners, low-income students, and foster youth often experience levels of emotional stress that can manifest in disruptive behaviors, impeding their academic success.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.12	Middle School Guidance Specialist	Guidance Specialists at each middle school focus on the wellness of English Learners, low-income students, and Foster Youth at the middle schools and serve in the capacity of a mentor. They monitor school activities throughout the day.	$168,942.00	Yes
4.13	Positive School Climate	Schools will create a fair, respectful, and inclusive school climate that creates a sense of belonging for all students, including EL students, low socio-economic students, foster youth, and families, by implementing tiered PBIS, social-emotional learning, restorative practices, anti-bias culturally responsive strategies, trauma-sensitive, and authentic engagement for students, families, and the community. Staff will support with training and implementation related to cultural competencies, PBIS, SEL development, restorative practices, family engagement, and increasing community partnerships.	$70,200.00	Yes
4.14	TOSA Special Projects	TOSA- Special Projects will provide support to district educationalprograms. Educational Programs focus on support systems for English Learners, low-income students, and foster youth, including academic intervention, wellness, and enrichment activities. This position was eliminated effective June 30, 2025.	$0.00	No
4.15	Wellness Teacher on Special Assignment	The Teacher on Special Assignment (TOSA) will provide input for and oversee physical and social-emotional wellness initiatives, including monitoring nutrition grants. These grants, intended for student wellness programs, will be managed to support initiatives like gardening. Additionally, staff will facilitate a district wellness committee to ensure wellness initiatives are implemented across all sites. This comprehensive approach aims to promote holistic student development and improve academic and personal success for all students including English Learners, low-income students, and foster youth, including academic intervention, wellness, and enrichment activities.	$15,771.00	No

Action #	Title	Description	Total Funds	Contributing
4.16	Well-Maintained and Welcoming Campus Environment	Creating welcoming spaces that are well-maintained, clean, and free of weekend and evening litter, graffiti, and the effects of vandalism is critical to a positive learning environment. This includes designing and maintaining outdoor learning spaces that complement the District STEAM program and wellness initiatives targeted to the specific needs of English Learners, Foster Youth, and Low-income students at each school site.	$293,656.00	Yes
4.17	Specialized Staff	A positive school climate is supported by the partnership with community members. SROs will collaborate with school staff to maintain a positive learning environment and provide mentoring support to students. Crossing Guards will assist students in safely navigating traffic near school premises, prioritizing their safety during arrival and departure times. These measures aim to enhance student well-being and help to create an educational environment conducive to learning and growth for all students.	$55,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$14,291,011	$1,757,454

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
35.301%	0.000%	$0.00	35.301%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** iReady Diagnostic and Instruction **Need:** Based on the 2023 CAASPP Data, the Distance From the Standard for our EL students, foster youth, and low-income students is higher. A district benchmark that is comparable to CAASPP would be necessary to monitor student progress throughout the school year.	The iReady diagnostic tool will function as a district benchmark to monitor students' progress in Reading and Math across all grade levels, serving as a metric comparable to CAASPP assessments. This will enable teachers to consistently analyze student data, identifying those in need of tiered intervention. Additionally, iReady offers tailored lessons based on individual skill levels, providing targeted support to students. This action is principally directed at unduplicated pupils;	1.1 CAASPP ELA 1.2 CAASPP 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
	CAASPP ELA : Overall Performance Level Color: Orange Overall DFS: -26 points below standard Subgroups DFS: • English Learners*: -57.3 points • Socioeconomically Disadvantaged*: -41.5 • Foster Youth*: - 76.7 CAASPP Math: Overall Performance Level: Yellow Overall DFS: - 46.3 points below standard Subgroups Distance from Standard: • English Learners: -72.3 • Socioeconomically Disadvantaged: -62.3 • Foster Youth: -61.8 Buena Park Middle School: • English Learners*: -90.6 • Homeless: -83.9 James A. Whitaker Elementary: • Socioeconomically Disadvantaged*: -74.4 • English Learners*: -80.8 points • Students with Disabilities: -149.6 • Hispanic: -74.3 Mabel L. Pendleton Elementary: • English Learners*: -57.3 points • Students with Disabilities: -120.2 1.1 CAASPP ELA 1.2 CAASPP Math	however, these supports will benefit students districtwide, including students with disabilities. This diagnostic tool will also be used to identify students for tiered intervention based on our district's CARE Roadmap.	

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		
1.7	**Action:** Learning Recovery - Tier 3 Reading Intervention **Need:** Based on the 2023 CAASPP ELA and iReady Reading Data, a greater need for support in reading is evident in the performance of our English learner (EL) students, foster youth, and low-income students. 2023 CAASPP ELA: Overall Performance Level Color: Orange Overall DFS: -26 points below standard • English Learners*: -57.3 points DFS • Socioeconomically Disadvantaged*: -41.5 points DFS • Foster Youth*: - 76.7 2023-24 Winter iReady Reading Diagnostic 2 Overall: 44% of Students Early On/At/Above Grade Level Standards • ELLs: 17% • Socio-Economically Disadvantaged: 39% • Foster: 5% Buena Park Middle School: • English Learners*: -90.6 • Homeless: -83.9 James A. Whitaker Elementary:	Professional development will target Tier 3 reading intervention, intervention curriculum, effective strategies, and alignment with the BPSD CARE Roadmap to strengthen foundational literacy skills. The curriculum for Tier 3 reading intervention was chosen by the BPSD MTSS Collaboration team, accompanied by the introduction of Learning Coaches at each elementary school. BPSD's MTSS team designed the CARE (Creating Avenues for Responsive Education) Roadmap which is a proactive and responsive MTSS framework that integrates data and instruction to maximize student achievement from a strength-based perspective. It indicates cycles of collective inquiry and action research to achieve better results for the students we serve. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	1.1 CAASPP ELA 1.4 iReady Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Socioeconomically Disadvantaged*: -74.4 • English Learners*: -80.8 points • Students with Disabilities: -149.6 • Hispanic: -74.3 Mabel L. Pendleton Elementary: • English Learners*: -57.3 points • Students with Disabilities: -120.2 1.1 CAASPP ELA 1.4 iReady Reading **Scope:** LEA-wide		
1.10	**Action:** Professional Learning Communities **Need:** Based on the 2023 CAASPP and iReady Data, a greater need for support our English learner (EL) students, foster youth, and low-income students is evident. CAASPP ELA : Overall Performance Level Color: Orange Overall DFS: -26 points below standard Subgroups DFS: • English Learners*: -57.3 points • Socioeconomically Disadvantaged*: -41.5 • Foster Youth*: - 76.7 CAASPP Math: Overall Performance Level: Yellow	Following BPSD's CARE (Creating Avenues for Responsive Education) Roadmap which is a proactive and responsive MTSS framework that integrates data and instruction to maximize student achievement from a strength-based perspective. It indicates cycles of collective inquiry and action research to achieve better results for the students we serve. During PLCs, teachers will utilize the Looking At Student Work protocol (LASW), among other collaborative tools, to analyze samples of student work, share instructional strategies, and develop interventions to support student success. PLCs provide a structured framework for ongoing professional development, fostering a culture of continuous improvement within schools. By working collaboratively, educators can leverage their collective expertise to address the diverse needs of all students including English learner (EL)	1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady 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
	Overall DFS: - 46.3 points below standard Subgroups Distance from Standard: • English Learners: -72.3 • Socioeconomically Disadvantaged: -62.3 • Foster Youth: -61.8 2023-24 Winter iReady Reading Diagnostic 2 Overall: 44% of Students Early On/At/Above Grade Level Standards • ELLs: 17% • Socio-Economically Disadvantaged: 39% • Foster: 5% 2023-24 Winter iReady Math Diagnostic 2 Overall: 35% Early On/At/Above Grade Level Standards Sub-groups: • ELLs: 14% • Socio-Economically Disadvantaged: 29% • Foster: 15% Buena Park Middle School: • English Learners*: -90.6 • Homeless: -83.9 James A. Whitaker Elementary: • Socioeconomically Disadvantaged*: -74.4 • English Learners*: -80.8 points • Students with Disabilities: -149.6 • Hispanic: -74.3 Mabel L. Pendleton Elementary:	students, foster youth, low-income students, and students with disabilities.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• English Learners*: -57.3 points • Students with Disabilities: -120.2 1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady Math **Scope:** LEA-wide		
1.11	**Action:** Math Professional Development **Need:** Based on the 2023 CAASPP and iReady Math Data, a greater need for support for our English learner (EL) students, foster youth, and low-income students is evident. 2023 Math CAASPP: Overall Performance Level: Yellow Overall DFS: - 46.3 points below standard Subgroups Distance from Standard: • English Learners: -72.3 • Socioeconomically Disadvantaged: -62.3 • Foster Youth: -61.8 2023-24 Winter iReady Math Diagnostic 2 Overall: 35% Early On/At/Above Grade Level Standards Sub-groups: • ELLs: 14% • Socio-Economically Disadvantaged: 29%	As we enter the third year of implementing Cognitively Guided Instruction (CGI) at BPSD, we've witnessed considerable success with this approach, as evidenced by improvements in CAASPP and iReady Math data. Building on this success, we are committed to continuing our implementation of CGI. To support this endeavor, professional development opportunities will be provided to educators, with a focus on deepening their understanding and implementation of CGI principles. CGI places a strong emphasis on fostering the development of children's mathematical ideas by providing opportunities for students to construct their own understanding through problem-solving and exploration. This approach encourages educators to build upon students' existing knowledge and perspectives, creating a learning environment that is responsive to the diverse needs of all students. Through CGI, educators will be equipped with the tools and strategies necessary to support the mathematical development of all students,	1.2 CAASPP Math 1.5 iReady 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
	• Foster: 15% 1.2 CAASPP Math 1.5 iReady Math **Scope:** LEA-wide	including English Learners, foster youth, and low-income students. By nurturing students' mathematical thinking and understanding, CGI promotes equitable access to high-quality mathematics education for all learners. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
2.1	**Action:** Specialized Support Staff **Need:** According to Spring 2023 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students: *Our subgroup data showed that English Learners were -57.3 Distance From Standard (DFS) in Reading and -72.3 DFS in Math. *Socio-Economically Disadvantaged Students were -41.5 DFS in Reading and -62.3 DFS in Math. *Foster Youth Students were -76.7 DFS in Reading and -61.8 DFS in Math. *Students with Disabilities were -120.2 DFS in Reading and -130.2 DFS in Math This is in comparison to the overall -26 DFS in Reading and -46.3 in Math. Based on the iReady Data, there is a need to provide additional support for students in the specific sub-groups.	RSP teachers will offer focused and evidence-based interventions to meet the instructional needs of our most vulnerable students, including foster youth, English learners, and those from low-income backgrounds. Students identified through the SST process as having intensive needs will also be supported by these specialized staff.	1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady 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
	2023-24 Winter Diagnostic 2 - Reading Overall: 44% Sub-groups • ELLs: 17% • Socio-Economically Disadvantaged: 39% • Students with Disabilities: 12% • Homeless: 25% • Foster: 5% 2023-24 Winter Diagnostic 2 - Math - Update Overall: 35% Sub-groups: • ELLs: 14% • Socio-Economically Disadvantaged: 29% • Students with Disabilities: 12% • Homeless: 12% • Foster: 15% 1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady Math **Scope:** LEA-wide		
2.3	**Action:** Class Size Reduction **Need:**	In order to provide targeted intervention and differentiated instruction, it's essential to have smaller class sizes. Reduced class sizes enable teachers to engage with small groups or individual students on a daily basis, facilitating Tier 1	1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady 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
	Based on the iReady Data, there is a need to provide additional support for students in the specific sub-groups. 2023-24 Winter Diagnostic 2 - Reading Overall: 44% Sub-groups • ELLs: 17% • Socio-Economically Disadvantaged: 39% • Students with Disabilities: 12% • Homeless: 25% • Foster: 5% 2023-24 Winter Diagnostic 2 - Math Overall: 35% Sub-groups: • ELLs: 14% • Socio-Economically Disadvantaged: 29% • Students with Disabilities: 12% • Homeless: 12% • Foster: 15% According to Spring 2023 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students as they performed below the all student percentage: *Our subgroup data showed that English Learners were -57.3 Distance From Standard (DFS) in Reading and -72.3 DFS in Math.	differentiated lessons and Tier 2 targeted intervention instruction designed towards achieving grade-level standards. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	

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
	*Socio-Economically Disadvantaged Students were -41.5 DFS in Reading and -62.3 DFS in Math. *Foster Youth Students were -76.7 DFS in Reading and -61.8 DFS in Math. *Students with Disabilities were -120.2 DFS in Reading and -130.2 DFS in Math This is in comparison to the overall -26 DFS in Reading and -46.3 in Math. 1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady Math **Scope:** Schoolwide		
2.4	**Action:** Elementary PE Teachers **Need:** According to Spring 2023 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students: *Our subgroup data showed that English Learners were -57.3 Distance From Standard (DFS) in Reading and -72.3 DFS in Math.	Elementary PE teachers and instructional aides will be allocated beyond the district's staffing ratio. Meanwhile, classroom teachers will participate in PLCs during PE sessions, focusing on data analysis and instructional strategy refinement. This approach enables timely interventions and personalized instruction, addressing the specific needs of low-income students, foster youth, English Learners, and students with disabilities guided by data-driven insights.	1.1 CAASPP ELA 1.2 CAASPP 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
	*Socio-Economically Disadvantaged Students were -41.5 DFS in Reading and -62.3 DFS in Math. *Foster Youth Students were -76.7 DFS in Reading and -61.8 DFS in Math. This is in comparison to the overall -26 DFS in Reading and -46.3 in Math. 1.1 CAASPP ELA 1.2 CAASPP Math **Scope:** Schoolwide		
2.5	**Action:** Instructional Coaches **Need:** According to Spring 2023 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students: *Our subgroup data showed that English Learners were -57.3 Distance From Standard (DFS) in reading and -72.3 DFS in math. *Socio-Economically Disadvantaged Students were -41.5 DFS in Reading and -62.3 DFS in math. *Foster Youth Students were -76.7 DFS in reading and -61.8 DFS in math.	Instructional Coaches will provide supplemental instructional support for elementary sites to increase academic achievement in ELA/ELD and/or math for all students, including our English language learners, foster youth, and low socio-economic students. Coaches will work with teachers on strategies to specifically address the needs of English language learners, foster youth, low socio-economic students, and students with disabilities.	1.1 CAASPP ELA 1.2 CAASPP 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
	This is in comparison to the overall -26 DFS in reading and -46.3 in math. The LCAP Steering Committee findings indicated a significant need for instructional coaches after a close review of local assessment data showed that unduplicated pupils are far below in academic performance their peers in closing the achievement gap 1.1 CAASPP ELA 1.2 CAASPP Math **Scope:** Schoolwide		
2.6	**Action:** Kindergarten Support **Need:** Based on the iReady Data, there is a need to provide additional support for students in the specific sub-groups. 2023-24 Winter Diagnostic 2 - Reading Overall: 44% Sub-groups • ELLs: 17% • Socio-Economically Disadvantaged: 39% • Students with Disabilities: 12% • Homeless: 25% • Foster: 5% 2023-24 Winter Diagnostic 2 - Math	Kindergarten instructional assistants play a crucial role in providing tailored support to meet the diverse learning needs of kindergarten students. This support is essential to ensure that every student, including English language learners, foster youth, and those from low socio-economic backgrounds, receives the attention and guidance necessary for their academic growth and development. The instructional assistants work closely with teachers to create inclusive learning environments where every child feels valued and supported. They provide individualized assistance, adapting support methods and materials to meet the unique needs of each student. Staff may offer additional academic support and resources to bridge any gaps in learning opportunities	1.4 iReady Reading 1.5 iReady 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
	Overall: 35% Sub-groups: • ELLs: 14% • Socio-Economically Disadvantaged: 29% • Students with Disabilities: 12% • Homeless: 12% • Foster: 15% 1.4 iReady Reading 1.5 iReady Math **Scope:** Schoolwide	This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
2.8	**Action:** Library Media Clerks **Need:** Drawing from the CAASPP and iReady Reading assessments of our unduplicated students, it's evident that foster youth, English learners, and low-income students require access to high-quality literature that reflects their identities and interests. Ensuring alignment with subject matter and appropriate reading levels is crucial for these students to effectively master grade-level standards. 2.5 Access to Standards-aligned Instructional Materials **Scope:**	Library media clerks play a pivotal role in enhancing students' access to a diverse range of materials and resources, encompassing both digital and traditional formats essential for their learning and academic endeavors. Additionally, these clerks offer technical assistance to students and parents encountering challenges with district devices. Given that many unduplicated students within BPSD lack regular access to public libraries and have limited literature options at home that align with content subjects or personal interests at their comprehension level, the involvement of library media clerks in selecting and procuring books, as well as providing technical support, becomes paramount. This initiative aims to expand the selection of titles available to students, foster greater accessibility to reading materials, and ensure unfettered access to digital resources.	2.5 Access to Standards-aligned Instructional Materials

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	This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
2.9	**Action:** Ed. Services Division **Need:** Spring 2023 CAASPP data reveals a significant need for targeted support to increase academic achievement among unduplicated students. The data indicates that: English Learners: -57.3 Distance From Standard (DFS) in reading and -72.3 DFS in math. Socio-Economically Disadvantaged Students: -41.5 DFS in reading and -62.3 DFS in math. Foster Youth Students: -76.7 DFS in reading and -61.8 DFS in math. In comparison, the overall DFS was -26 in reading and -46.3 in math. These needs highlight the urgent need for specified support from the Chief Academic Officer and the Director of Curriculum and Instruction to address the unique needs of foster youth, English learners, and low-income students to enhance instructional practices and improve student academic progress. 1.1 CAASPP ELA 1.2 CAASPP Math **Scope:**	The Chief Academic Officer (CAO) and Director of Curriculum and Instruction hold a central position in shaping the instructional program according to the CA MTSS framework. Both positions are newly tasked with revamping the District MTSS (Multi-Tiered System of Supports) system of tiered support. This includes identifying intervention curricula for Tier 3 and training the new interventionists for each elementary site. Additionally, training and supervising the new instructional coach position are new responsibilities for these roles. Ensuring comprehensive training for both certificated and classified staff members is a key responsibility of the CAO, encompassing various facets of the instructional program. These include proficiency in formative and summative assessments, implementation of standards-based core curriculum, adoption of inclusive and effective teaching strategies, and provision of support in social-emotional learning, behavior management, and mental health. The CAO also prioritizes addressing the distinct needs of unduplicated students, including English Language Learners, students from low socioeconomic backgrounds, and foster youth, by integrating best practices into the selection of core textbooks, instructional materials, resources, and professional development opportunities. These	1.1 CAASPP ELA 1.2 CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	supports will benefit students districtwide, including students with disabilities.	
2.10	**Action:** Tier 2 Intervention **Need:** According to Spring 2023 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students: *Our subgroup data showed that English Learners were -57.3 Distance From Standard (DFS) in Reading and -72.3 DFS in Math. *Socio-Economically Disadvantaged Students were -41.5 DFS in Reading and -62.3 DFS in Math. *Foster Youth Students were -76.7 DFS in Reading and -61.8 DFS in Math. *Students with Disabilities were -120.2 DFS in Reading and -130.2 DFS in Math This is in comparison to the overall -26 DFS in Reading and -46.3 in Math. Based on the iReady Data, there is a need to provide additional support for students in the specific sub-groups. 2023-24 Winter Diagnostic 2 - Reading Overall: 44% Sub-groups • ELLs: 17%	BPSD's MTSS team designed the CARE (Creating Avenues for Responsive Education) Roadmap which is a proactive and responsive MTSS framework that integrates data and instruction to maximize student achievement from a strength-based perspective. It indicates cycles of collective inquiry and action research to achieve better results for the students we serve. Students will have tier 2 intervention support for students in targeted small groups using evidence-based instructional tools, curriculum, and strategies tiered supports to increase academic progress: To address disparities among the student groups: • Progress monitoring • Data analysis • Adjust instruction to respond to student needs • On-going collaborative communication with caregivers Student groups receiving support include: • At Promise • Foster Youth • English Learners including LTELS • Low Income • Students with Disabilities This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady 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
	• Socio-Economically Disadvantaged: 39% • Students with Disabilities: 12% • Homeless: 25% • Foster: 5% 2023-24 Winter Diagnostic 2 - Math Overall: 35% Sub-groups: • ELLs: 14% • Socio-Economically Disadvantaged: 29% • Students with Disabilities: 12% • Homeless: 12% • Foster: 15% 1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady Math This is especially important for our unduplicated pupils as well as students with disabilities. **Scope:** LEA-wide		
2.12	**Action:** Technology **Need:** Based on the 2023 CAASPP ELA and iReady Reading Data, a greater need for support in reading is evident in the performance of our	The Technology Department staff will promote high levels of student engagement, encompassing a wide array of strategies such as digital curriculum implementation, platform utilization, diagnostic tool accessibility, assessments, surveys, and staff training. These efforts are aimed at equipping all students, including English	1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady Math 3.4 LCAP Survey 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
	English learner (EL) students, foster youth, and low-income students. CAASPP ELA Overall Performance Level Color: Orange Overall DFS: -26 points below standard Subgroups DFS: • Socioeconomically Disadvantaged*: -41.5 • English Learners*: -57.3 • Students with Disabilities: -120.2 • Foster Youth*: - 76.7 CAASPP Math Overall Performance Level: Yellow Overall DFS: - 46.3 points below standard Subgroups Distance from Standard: • Students with Disabilities: -130.2 • English Learners: -72.3 • Socioeconomically Disadvantaged: -62.3 2023-24 Winter iReady Diagnostic 2 Overall: 44% of Students Early On/At/Above Grade Level Standards • ELLs: 17% • Socio-Economically Disadvantaged: 39% • Foster: 5% 2023-24 Winter iReady Math Diagnostic 2 Overall: 35% Early On/At/Above Grade Level Standards Sub-groups:	language learners, those from low socio-economic backgrounds, and foster youth, with the skills necessary to effectively leverage technology for both classroom and homework purposes, thus preparing them for college and career success. This initiative facilitates English Language Learners' access to learning through translation technology applications and enables students facing learning gaps due to factors like transiency to express their knowledge through various digital mediums. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	

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
	• ELLs: 14% • Socio-Economically Disadvantaged: 29% • Foster: 15% The need for this support was identified through Staff LCAP survey results requesting continued training and support in the use of technology to support integration into instruction and from our Professional Development Effectiveness: • 78% of staff state that the professional learning opportunities to integrate technology into standards-based lessons have been useful to me in my practice. 1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady Math 3.4 LCAP Survey Results **Scope:** LEA-wide		
2.13	**Action:** Systematic and Strategic Use of Data **Need:** The LCAP Steering Committee members recommended the continued monitoring of student progress, especially for unduplicated pupils, and providing targeted intervention based on data. The CAASPP and iReady Data	The district coordinator will provide support to increase and improve services for at-promise students (low-income, foster youth, and English Language Learners) not reaching grade-level expectations by analyzing data and providing data to implement the PLC inquiry model for determining students' needs matching to best instructional practices and services and using the CARE Roadmap to document services and student progress to provide targeted interventions.	1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady 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
	also indicated the need for targeted intervention. 1.1 CAASPP ELA 1.2 CAASPP Math 1.4 iReady Reading 1.5 iReady Math **Scope:** LEA-wide	This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
2.14	**Action:** Early Learning Department **Need:** This action is provided to benefit all students districtwide. However, BPSD recognizes the barriers to accessing early education for our low-income students, foster youth, and English Language Learners; therefore, this action will be principally directed to unduplicated pupils, and they will take priority in enrollment. The Early Development Index (EDI) is used to monitor student progress and increase awareness and engage parents in improving outcomes for their young children. These actions will make an important contribution to ensuring that all young children and their families have the necessary services to be successful academically and with their social-emotional learning. This goal was supported by our most current Early Development Instrument (EDI) data from	BPSD has increased access to full-day quality instruction in order to ensure all PK-TK age students have access to early readiness development with instructional support provided by district staff to increase language and literacy development for English language learners, foster youth, and low-income students. Our program includes district-wide curriculum alignment to ensure a consistent progression of instruction between grade levels, PK through 3rd (P-3). This P-3 alignment is a key feature of the UPK implementation plan and ongoing actions with district curriculum, instruction, and data analysis. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	1.4 iReady Reading 1.5 iReady Math EDI Data

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	2021-2022, which is conducted every three years. Our EDI data on each of the 5 domains in the Developmental Area show:(Children are considered "on track" if their scores are above the 25 percentile) *49% of BPSD students are ready "On Track" for Kindergarten, lower than the Orange County rate of 52.9%. *Physical Health and Well-being: 68% On Track *Social Competence: 75% On Track *Emotional Maturity: 74% On Track *Language and Cognitive Development: 73% On Track *General Knowledge and Communication: 73% On Track *Advanced Literacy Skills: 87% Ready/Somewhat Ready *Basic Numeracy: 87% Ready/Somewhat Ready *Communication Skills & General Knowledge: 57% Ready/Somewhat Ready *Gross & Fine Motor Skills: 57% Ready/Somewhat Ready *Prosocial & Helping Behavior: 67% Ready/Somewhat Ready *Overall Social Competence: 87% Ready/Somewhat Ready In addition, iReady Data is also analyzed for this action. 1.4 iReady Reading 1.5 iReady 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
	Scope: LEA-wide		
2.15	**Action:** Transportation **Need:** Many of our school sites and neighborhoods have hazardous conditions such as proximity to freeways, water channels, major boulevards that are heavily congested, railroad crossings, and far distances from students' home school that would make it unsafe for students to walk to/from daily. In addition, our district data shows that there is a continuous need to increase student engagement, as shown by our attendance rate of 93.59%, and decrease the chronic absenteeism rate at 24.7%, according to the 2023 CA Dashboard. By providing transportation, we expect to see improvement in both. 4.1 Attendance Rate 4.2 Chronic Absenteeism Rate **Scope:** LEA-wide	In order to mitigate these safety concerns, transportation will be provided free of cost to all students, prioritizing unduplicated pupils who may be especially impacted in accessing school and other enrichment activities without transportation. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	4.1 Attendance Rate 4.2 Chronic Absenteeism Rate
3.1	**Action:** STEM Instruction and PD **Need:** The current scores from the California Science Test (CAST) highlight a significant gap	This training will encompass coaching and strategic planning for math and science education, focusing on instructional methods that actively engage diverse student groups such as English Learners, low-income students, and foster youth. Such targeted professional development ensures	3.2 CAST

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	between the science knowledge of 5th and 8th-grade students and the expected grade-level standards, emphasizing the need for targeted professional development in STEM. Overall, only 28.08% of students in these grades met or exceeded the science standards, indicating a widespread need for enhanced instructional strategies and content knowledge among educators. The need for professional development becomes even more apparent when examining the performance of specific student subgroups, where the disparities are more pronounced: English Language Learners achieved a mere 4.5%, students with disabilities scored only 3.77%, socio-economically disadvantaged students reached 23.29%, and homeless students scored 11.63%. These statistics underscore the urgency of providing educators with specialized training and resources that cater to the diverse needs of their students, particularly those who are most vulnerable, to bridge these gaps and elevate their scientific understanding and skills. 3.2 CAST **Scope:** LEA-wide	that teachers are equipped with effective strategies to meet the varied learning needs and styles of all students, optimizing their educational outcomes in crucial STEM fields. Additionally, sites should create unique opportunities that foster an inclusive learning environment, allowing students from all backgrounds to thrive in their understanding and application of STEM concepts. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
3.2	**Action:** Outdoor Science Camp **Need:**	By ensuring that all District 6th grade students experience standard-based instruction in an environment most conducive to learning grade-level science, such as attending a science camp,	3.3 Student Survey 3.2 CAST Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a pressing need to ensure equity across the District by providing learning experiences that enhance standard-based science and STEM instruction. Currently, such educational opportunities are limited, and without deliberate intervention, students in various parts of the District may lack access to these critical areas of learning. Enhancing these programs is essential to prepare students for future technological and scientific challenges, fostering a well-rounded education that equips them with the necessary skills for the evolving job market and higher education. 28.08% of students in grades 5 and 8 met or exceeded standards for science. Subgroups: • ELLs: 4.5% • Socio-Economically Disadvantaged: 23.29% • Students with Disabilities: 3.77% • Homeless: 11.63% 3.3 Student Survey 3.2 CAST Data **Scope:** Schoolwide	students can engage in hands-on, experiential learning that deepens their understanding of scientific concepts. This immersive experience not only reinforces classroom instruction but also enhances critical thinking, problem-solving skills, and fosters a greater appreciation for the natural world, all of which are integral to developing a strong foundation in science. This action is principally directed at unduplicated pupils, including English learners, foster youth, and low-income students, who may have limited access to enrichment opportunities outside of school. Science camp provides equitable access to hands-on learning experiences that promote academic engagement, collaboration, and the real-world application of scientific concepts. By removing financial barriers, this action expands opportunities for unduplicated pupils to build the knowledge, skills, and confidence needed for future academic success. These supports will also benefit students districtwide, including students with disabilities.	
3.3	**Action:** Passion Programs /CTE Pathways **Need:** The district-wide initiative of site Passion Programs at each site needs continued support to expand experiences and opportunities directly related to college and	This initiative is designed to enrich students' educational journeys by integrating essential skills and knowledge with artistic expression and creativity. Through the program, students engage with a curriculum that not only meets educational standards but also prepares them for future academic and career pursuits in the arts and sciences. Passion Programs enables students of	3.2 CAST 3.4 LCAP Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	career readiness, along with standards-based instruction in the Visual and Performing Arts and STEM. According to LCAP and VAPA surveys, there is a need to leverage VAPA and STEM instructions. 28.08% of students in grades 5 and 8 met or exceeded standards for science. Subgroups: • ELLs: 4.5% • Socio-Economically Disadvantaged: 23.29% • Students with Disabilities: 3.77% • Homeless: 11.63% 2023-24 LCAP Parent Survey Results indicate that parents agree or strongly agree with the following: • 71% of parents state they are provided adequate information on Passion Programs (STEM, VAPA, AVID, IB, etc) to help them understand what their child is learning in school. 2023-24 VAPA Parent Survey Results indicate that parents agree or strongly agree with the following: • 84.7% of parents state they feel their child's school provides opportunities for involvement in visual and performing arts 3.2 CAST 3.4 LCAP Survey	low income, foster youth, and English learners to experience the development of talents while equipping students with the necessary skills to thrive in both college and professional environments. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	

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	Scope: LEA-wide		
3.4	**Action:** District Passion Programs / CTE Pathways **Need:** Provide college and career exploration and readiness opportunities, implement UDL strategies, and offer experiences that enhance the academic and SEL development of students. This is necessary for students with disabilities, English Language learners, foster youth, and low-income students to excel in STEM and VAPA courses. Data shows that the community values the Passion Programs but there is a need to increase the programs across the district. 023-24 LCAP Parent Survey Results indicate that parents agree or strongly agree with the following: • 71% of parents state they are provided adequate information on Passion Programs (STEM, VAPA, AVID, IB, etc) to help them understand what their child is learning in school. 2023-24 VAPA Parent Survey Results indicate that parents agree or strongly agree with the following: • 84.7% of parents state they feel their child's school provides opportunities for involvement in visual and performing arts	Students will have access to foreign language courses, participate in field trips aimed at enhancing their exposure to college and career opportunities, experience lessons based on inquiry, and include projects. These initiatives extend to foster youth, English Learners, and low-income students, fostering skills essential for success in higher education and future careers while nurturing connections with local and global communities. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	3.2 CAST 3.4 LCAP Survey

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
	3.2 CAST 3.4 LCAP Survey **Scope:** LEA-wide		
3.6	**Action:** GATE Scholar Program **Need:** There is a need to increase access for English Learners, foster youth, and economically disadvantaged students in programs geared toward students who have the potential for high academic achievement. This is essential due to the current underrepresentation of these subgroups in the program. This disparity suggests that there are existing barriers—whether linguistic or culturally related to the current identification system—that prevent these students from being identified and supported adequately in accessing gifted education services. The Scholar Program enrollment is currently at 25, a sharp decline over the past two years. Overall Performance Level Color: Orange Overall DFS: -26 points below standard Subgroups DFS: • Socioeconomically Disadvantaged*: -41.5 • English Learners*: -57.3 Overall Performance Level: Yellow	Increased access is needed to ensure equity and inclusivity, allowing students from diverse backgrounds the opportunity to benefit from advanced academic challenges and enrichment opportunities that GATE programs offer. By actively working to identify and mitigate these barriers, the district can support the intellectual and creative development of all students, regardless of their background, fostering a more diverse and dynamic learning environment and increasing academic achievement. This approach not only aligns with educational equity policies but also maximizes the potential of every student, preparing them for more advanced educational opportunities and success in the later stages of their academic and professional careers. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	1.1 CAASPP ELA 1.2 CAASPP Math 3.5 Scholar Program enrollment data

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
	Overall DFS: - 46.3 points below standard Subgroups Distance from Standard: • English Learners: -72.3 • Socioeconomically Disadvantaged: -62.3 1.1 CAASPP ELA 1.2 CAASPP Math 3.5 Scholar Program enrollment data **Scope:** LEA-wide		
3.9	**Action:** Outdoor Wellness Activities **Need:** There is a need to increase positive engagement among students, foster positive peer relationships. The pro-social behaviors that develop as a result of inclusive play have the potential to reduce negative student behaviors that have resulted in disciplinary measures such as higher suspension rates for unduplicated students. Sub-groups: • ELLs: 99.5% • Socioeconomically Disadvantaged: 98.9% • Students with Disabilities: 92.4% • Homeless: 98.9% • Foster: 75% 2023 Dashboard: 2.8% suspended at least	It is important to provide appropriate materials, equipment, and supervision staff, which are crucial for high levels of student engagement during self-selected cooperative activities. This is related to SEL development through increased opportunities for students to engage in inclusive and welcoming activities that foster positive peer relationships and increased self-confidence and school connectedness. By investing in educator training and the right resources, schools can increase those activities and foster a safe environment where students can develop the social-emotional skills necessary to maintain positive behaviors. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	3.1 PFT 4.3 Suspensions

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
	one day Performance Level: Orange • Subgroups: • Socioeconomically Disadvantaged: 3.2% • English Learners: 2.6% • Students with Disabilities: 3.7% • African American: 7.2% 3.1 PFT 4.3 Suspensions **Scope:** LEA-wide		
3.10	**Action:** Elementary Music Instruction Teacher **Need:** LCAP survey data identifies a strong value of music instruction for all elementary students. It is especially critical for students such as low-income and English learners, who historically have not had access to lessons, opportunities, and experiences, to discover their talents and interests related to music and have regular music instruction. Summary of Survey Data Highlighting the Need for Music Instruction Recent survey results from schools with a high percentage of low-income students have underscored a growing need for enhanced music instruction. The schools identified as prioritizing this need include Gilbert,	Students will receive weekly music instruction at their site and have opportunities for showcase events for parents and the community. They will also explore college and career connections to music and other VAPA-related opportunities and experiences. For equity, this program is found in all elementary schools with high enrollments of low-income students. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	3.3 LCAP Survey 3.6 VAPA Survey

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	Pendleton, and Whitaker, each with over 80% of their student populations classified as low-income. Of the total number of parents surveyed, 44.4% were parents of English Learner (EL) students, highlighting a significant portion of the student body facing unique educational challenges. Approximately 30% of these parents expressed concerns that the Visual and Performing Arts (VAPA) offerings, including music, were not adequate. This data indicates a clear gap in the current educational provisions, with a substantial number of parents advocating for more robust music programs. Recent 2022 findings by The Arts Education Data Project (AEDP), a collaboration between the State Education Agency Directors of Arts Education and Quadrant Research, reveal a significant number of students lack access to music instruction. The data highlights disparities, with students lacking access to arts education predominantly attending schools in major urban areas with high percentages of low-income students. Recent 2022 findings by The Arts Education Data Project (AEDP), a collaboration between the State Education Agency Directors of Arts Education and Quadrant Research, reveal that many students lack access to music instruction. The data highlights disparities, with students lacking arts education predominantly		

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	attending urban schools with high percentages of low-income students. 3.3 LCAP Survey 3.6 VAPA Survey **Scope:** Schoolwide		
3.11	**Action:** Educational Programs **Need:** Provide English Learners, foster youth, and low-income students with increased opportunities and greater access to specialized programs related to core subjects and enrichment activities. LCAP and VAPA surveys show that instruction in STEM and the arts is highly valued and should be continued, if not increased. Student performance data also demonstrates a need for continued support, as subgroup outcomes remain below overall student performance in key areas. 3.2 CAST 28.08% of students in grades 5 and 8 met or exceeded standards for science. Subgroups: • ELLs: 4.5% • Socio-Economically Disadvantaged: 23.29% • Homeless: 11.63% • Ten or fewer students were tested	Programs are designed to increase academic success and develop the personal strengths and talents of students regardless of the school they attend. Programs are monitored using disaggregated data to determine the equity of programs and experiences and the level of positive impact on academic development. In addition, programs support college and career exploration and readiness through the development of rigorous academic programs and enrichment courses and activities. By including student showcases, presentations, competitions, and events, student and family engagement will increase, and community partnerships will be strengthened. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	3.2 CAST 3.1 PFT

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	3.1 PFT Sub-groups: • English Learners: 99.5% • Socio-Economically Disadvantaged: 98.9% • Homeless: 98.9% • Foster: 75% **Scope:** LEA-wide		
4.1	**Action:** Student and Community Services **Need:** According to the CA Dashboard our UP have higher chronic absenteeism rates, therefore there is a broad need to increase the daily attendance rate across all student subgroups. Within this broad goal, we need to focus on decreasing chronic absenteeism for our unduplicated pupil groups, homeless students, African American students, and students with disabilities. See matrix for CALPADs and CA Dashboard. 4.1 CALPADs attendance data 4.2 CA Dashboard 1.1 CAASPP 1.2 CAASPP **Scope:** LEA-wide	The Department of Student and Community Services is tasked with strengthening the district-wide system by identifying and implementing tiered supports at each level, including the Student Attendance Review Team (SART) and the Student Attendance Review Board (SARB), with particular emphasis on our unduplicated pupils and African American students. Additionally, the department is responsible for monitoring attendance rates monthly and adjusting district efforts to increase daily attendance. The department also monitors site attendance and closely works with site administration on the implementation of district incentives and protocols, supports site incentives, and provides parent education. In addition, assist families experiencing insecurities such as transportation, clothing, food, or housing. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	4.1 CALPADs attendance data 4.2 CA Dashboard 1.1 CAASPP 1.2 CAASPP

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4.2	**Action:** Student Engagement and Outreach Clerk **Need:** Unduplicated students from various subgroups exhibit higher rates of chronic absenteeism, with African American students experiencing an increase in rates. For this reason, the district meets the criteria for Differentiated Assistance. The attendance rate to date for the 23-24 school year is 93.59%, which has not yet reached the overall goal of a 97% daily average rate. The following is the daily average rate for student subgroups not yet meeting attendance goals and expectations. • Students with Disabilities: 91.86% • Homeless: 88.14% • Foster: 94.88% • English Learner: 94.14% • Race-African American: 88% • Low income Rate 93.27% Based on the 2023 CAASPP Data, the Distance From the Standard for our EL students, foster youth, and low-income students is higher. Chronic absenteeism continues to impact student academic achievement, with a disproportionate effect on our unduplicated student groups who face greater barriers to consistent attendance and learning continuity. CAASPP ELA : Overall Performance Level Color: Orange	There is a district-wide need to address the causes of our unduplicated pupil groups', homeless students', African American students', and students with disabilities' performance at the lowest level of Dashboard indicators. Conducting a Root Cause Analysis at each school site to identify the underlying factors related to increased suspension rates. Sites will be able to tailor supports and interventions to meet the needs of their students and families. By having a dedicated staff member charged with increasing attendance through parent education, program monitoring absences, and developing partnerships with agencies that can provide services related to specific student and family needs. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	4.2 CA Dashboard 4.1 CALPADs 1.1 CAASPP 1.2 CAASPP

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	Overall DFS: -26 points below standard Subgroups DFS: • English Learners*: -57.3 points • Socioeconomically Disadvantaged*: -41.5 • Foster Youth*: - 76.7 CAASPP Math: Overall Performance Level: Yellow Overall DFS: - 46.3 points below standard Subgroups Distance from Standard: • English Learners: -72.3 • Socioeconomically Disadvantaged: -62.3 • Foster Youth: -61.8 4.2 CA Dashboard 4.1 CALPADs 1.1 CAASPP 1.2 CAASPP **Scope:** LEA-wide		
4.3	**Action:** Middle School Attendance Clerks **Need:** There is a pressing need to address the rise in chronic absenteeism and improve daily attendance rates at the middle school level. Currently, the daily attendance baseline is 93.59%, which falls below the target of 97% or higher. Furthermore, one school within the district has received the lowest rating for chronic absenteeism, and other subgroups	Accurate attendance record keeping will aid in reaching the goal of adopting a proactive approach, improving communication with families, and better determining effective interventions and supports. This intentional monitoring extends to all students, including African American, Foster Youth, English Learners, Asian, Hispanic, and homeless students whose attendance level is below the state average and below that of the student subgroup of White, Students with Disabilities, and Filipino student subgroups.	4.2 CA Dashboard 4.1 CALPADs 4.5 Middle School Dropout Rate 1.1 CAASPP 1.2 CAASPP

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	within the district are also performing at the lowest level in terms of chronic absenteeism. There is a need to maintain it. See the matrix for additional data by site and district. 4.2 CA Dashboard 4.1 CALPADs 4.5 Middle School Dropout Rate 1.1 CAASPP 1.2 CAASPP **Scope:** Schoolwide	This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
4.4	**Action:** Continuum of Mental Health Support Staff **Need:** There is a pressing need to help students develop a sense of connectedness and belonging with adults on campus. Additionally, data from student SEL surveys indicate that many students struggle with managing emotions, executive functions, and coping with trauma or outside stressors. Addressing these challenges is essential for fostering a supportive and productive learning environment. • Students feel supported through their relationships with friends, family, and adults at school (Supportive Relationships): 3 - 5: 88% (EL- 87%) 6 - 8: 82% (EL - 80%) • Students regulate their emotions (Emotional Regulation):	Students experiencing emotional stress due to trauma or to the dynamics in home, community, or school environments will receive targeted interventions designed to support their unique circumstances at every site. This approach ensures that all students receive the appropriate level of support to navigate their challenges through the development of self-advocacy, the ability to self-regulate emotions and fortitude. Culturally responsive school-based interventions, along with other evidence-based strategies and curricula, will be employed to address the diverse needs of our students effectively. The progress of all students requiring intensive Tier 3 intervention will be monitored using a student data platform specifically designed to house SEL survey data and academic assessment results. This platform will facilitate the prescription of interventions based on comprehensive data analysis.	4.6 Student SEL Survey 4.6 LCAP Survey

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	3 - 5: 48% (EL- 42%) 6 - 8: 46% (EL- 42%) 4.6 Student SEL Survey 4.6 LCAP Survey **Scope:** LEA-wide	When more intensive support is needed, staff will contact partner agencies to ensure that student or family needs that exceed school-based capabilities are addressed. They will assist in a warm handoff and continue to monitor progress to ensure that the necessary support is effectively provided. Using site-based psychologists and counselors offers significant benefits. They provide immediate and consistent support, crucial for timely interventions and regular follow-ups. Being part of the school community, they build strong, trusting relationships with students and understand the unique challenges and dynamics of their specific school environment. This familiarity enables them to tailor their interventions effectively and collaborate closely with school staff, leading to a more integrated and effective approach to student welfare. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
4.5	**Action:** Nurses and Health Services **Need:** Historically, students in our area have had limited access to preventive health information and resources. According to the 28th Annual Report on the Conditions of Children in Orange County, published in 2023, Buena Park School District's 5th-grade students face significant health risks related to aerobic capacity and rank among the highest in this	The healthcare needs of our unduplicated families and students have priority for prevention information, and families will be addressed in the following ways: Health Assessments and Screenings Chronic Disease Management and Self-Care Health Education for Students and Families Offering Immediate First Aid and Emergency Care Managing Records and Promoting Prevention Responding to Health Crises, such as Asthma Attacks or Diabetic Emergencies, to Prevent Complications	4.2 CA Dashboard 4.1 CALPADs 4.8 LCAP Survey

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	category. Additionally, the report notes geographic disparities within the county, with Buena Park having a higher rate of uninsured children compared to other areas. There is also a correlation between student health and low rates of chronic absenteeism. The 2023 Dashboard reveals that 24.7% of our students are chronically absent. There is a notable disparity in chronic absenteeism rates among various student subgroups within the District, including English language learners. Attendance data indicates an opportunity for improvement among low-income students, whose attendance rate (93.27%) falls below the district average (93.59%). Additionally, low-income students experience higher rates of chronic absenteeism (27.1%) compared to the district overall (24.7%), highlighting the need for continued targeted attendance supports 4.2 CA Dashboard 4.1 CALPADs 4.8 LCAP Survey **Scope:** LEA-wide	Connecting Families with Healthcare Services in the Community Developing and Implementing Individualized Healthcare Plans It is important to have services district-wide and school-wide for quick and efficient access to healthcare, which is necessary for the majority of our students and families. All District schools are Title I. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
4.6	**Action:** Parent Workshops **Need:**	By offering a wide range of topics with varying durations and settings, we enable parents and caregivers to engage in learning opportunities that best fit their schedules and learning preferences. This flexibility ensures that more parents can	4.7 Parent and Family Engagement Dashboard 4.11 Parent Workshop Attendance

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
	Parents and caregivers are important partners in their child's education, and their knowledge is critical in reaching our vision of developing the whole child. Surveys suggest that parents and teachers see the value in parents understanding the academic goals and instructional strategies being taught in the classroom, and how they can use the same strategies at home to support academic progress. Additionally, caregivers surveyed have shown interest in workshops covering topics like social-emotional learning (SEL), healthy habits, and personal growth. Parents and caregivers have requested the option to choose from a customized menu of courses, which allows them to focus on areas that directly align with their interests and needs. This need is greater for parents and caregivers of unduplicated pupils, including English learners, foster youth, and low-income students, who may experience additional barriers to accessing academic resources, enrichment opportunities, school systems, and support services. 4.7 Parent and Family Engagement Dashboard 4.11 Parent Workshop Attendance **Scope:** LEA-wide	participate, increasing the likelihood that they will acquire the skills needed to support their children's academic and personal development. Additionally, the diversity in course content allows parents to deepen their understanding of different areas, from academic support strategies to personal growth and health. As parents enhance their knowledge and skills, they become more effective in guiding and supporting their children, thereby directly impacting their children's success and well-being. Ultimately, this tailored approach to parent education fosters a stronger, more supportive home environment that is conducive to student achievement and personal development. To accomplish the goal of parents and caregivers being highly engaged in personal learning, there must be equity in access to quality and meaningful parent offerings across all schools within the district. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
4.8	**Action:** Translation and Interpreting Services **Need:**	By providing a host of parent workshops and training designed to meet the needs voiced by parents, the action must be Districtwide and schoolwide so that the following is possible:	4.6 LCAP Survey 4.7 LCAP Survey 4.11 Parent Workshop attendance

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	Parent engagement is paramount. In a district with a high percentage of students and families from diverse linguistic backgrounds, providing translation and interpretation services is essential. These services are crucial during teacher-parent conferences, training, workshops, IEP meetings, committee sessions, ceremonies, school events, and other opportunities where families can gain information and participate in school activities. There is a need to ensure that all communications are accessible, the district supports meaningful involvement from all parents, which is key to enhancing student success and building a strong school community. In addition to designated district staff, additional service providers are necessary. 4.6 LCAP Survey 4.7 LCAP Survey 4.11 Parent Workshop attendance **Scope:** LEA-wide	Equitable access to information from the district, schools, and community ensures that all families are well-informed. Effective parental involvement in all aspects of school life is crucial for enhancing student success. Cultural inclusivity, which respects and acknowledges the diversity of the student body, fosters strong relationships between homes and schools. Adherence to legal compliance is essential to uphold standards and avoid liabilities. Enhanced communication builds trust between schools and families, forming the foundation of a supportive educational environment. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	
4.9	**Action:** Enhanced Condition of Learning **Need:** A root-cause analysis of suspensions and chronic absenteeism has identified the essential role of fostering emotional engagement in school climates. Enhancing this aspect of the school environment can increase student connectedness and sense of	Evidence-based practices that replace punitive actions with corrective measures are essential for maintaining strong climates of respect and inclusivity, especially for our UP groups. Practices such as Positive Behavioral Interventions and Supports (PBIS), restorative justice, opportunities for family participation, and community partnerships have all been proven highly effective in creating safe and caring learning environments. These evidence-based practices require training,	4.2 Chronic Absenteeism 4.3 Suspensions 4.8 LCAP survey 4.6 Student SEL survey 4.7 CA Dashboard

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
	belonging, resulting in reduced disparities among various student subgroups. For example, homeless students, EL students, Hispanic students, students with disabilities, and African American students were found to be in the lowest suspension and chronic absenteeism performance levels, related to the need for Differentiated Assistance. 2023 Dashboard: 24.7% of students are considered chronically absent. Performance Level: Orange Subgroups: • Socioeconomically Disadvantaged: 27.1% • English Learners: 24.2% • Students with Disabilities: 33.7% • Homeless: 41.7% • Foster Youth: 48.7% • African American: 37.7% 2023 Dashboard: 2.8% suspended at least one day Performance Level: Orange • Subgroups: • Socioeconomically Disadvantaged: 3.2% • English Learners: 2.6% • Students with Disabilities: 3.7% • Homeless: 5.8% • African American: 7.2% 4.2 Chronic Absenteeism 4.3 Suspensions 4.8 LCAP survey	monitoring, and implementation support from all members of the educational team. Therefore, having a staff member tasked with coordinating effective practices is essential for their strong implementation. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	

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
	4.6 Student SEL survey 4.7 CA Dashboard **Scope:** LEA-wide		
4.12	**Action:** Middle School Guidance Specialist **Need:** According to LCAP and Student SEL surveys, most students, parents, and staff feel that schools are safe, indicating that most recent efforts to create a safe and positive school climate are effective. Staff • 86.3% say adequate safety measures are in place to keep staff and students healthy. Parents: • 89.5% say adequate safety measures are in place to keep staff and students healthy. Students: -Grades 6 - 8: 82% Students feel supported through their relationships with friends, family, and adults at school (Supportive Relationships): The data shows that the measures put in place have supported efforts to increase safety at the middle school campuses. In working toward 100% of students, parents, and staff feeling confident that middle school campuses are becoming much safer, the District will	When asked what has contributed to the feeling of a safe campus, most pointed to the additional support provided by the Campus Guidance Specialist. This position is tasked with monitoring the campus throughout the instructional day and creating positive connections with students experiencing a lack of belonging. Positive connections with students are also a factor in reducing suspensions and chronic absenteeism for student subgroups with the lowest performance levels, such as English Learners, foster youth, and low income. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	4.2 Chronic Absenteeism 4.3 Suspensions 4.6 Student SEL Survey 4.8 LCAP Survey 4.7CA Dashboard

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
	retain the position of Campus Guidance Specialist. 2023 Dashboard: 24.7% of students are considered chronically absent. Performance Level: Orange Subgroups: • Socioeconomically Disadvantaged: 27.1% • English Learners: 24.2% • Students with Disabilities: 33.7% • Homeless: 41.7% • Foster Youth: 48.7% • African American: 37.7% Buena Park Middle School: • Homeless: 40% • African American: 51.2% 2023 Dashboard: 2.8% suspended at least one day Performance Level: Orange • Subgroups: • Socioeconomically Disadvantaged: 3.2% • English Learners: 2.6% • Students with Disabilities: 3.7% • Homeless: 5.8% • African American: 7.2% Buena Park Middle School: • Homeless: 15.9% • African American: 19% Gordon H. Beatty Middle School: • White: 13.9%		

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
	4.2 Chronic Absenteeism 4.3 Suspensions 4.6 Student SEL Survey 4.8 LCAP Survey 4.7CA Dashboard **Scope:** Schoolwide		
4.13	**Action:** Positive School Climate **Need:** Schools need to continue to build positive learning environments that are welcoming to all students and families. The data from the 2023-24 LCAP Student Survey provides insightful feedback on students' perceptions of their emotional and relational support within the school environment: • A high percentage of students, 89.3%, report feeling welcomed by teachers and other adults at the school, which suggests a positive and inclusive atmosphere. • Regarding cultural inclusivity, 81.6% of students believe that teachers encourage them to share their personal and cultural stories, which helps foster a sense of belonging and respect for diversity. • A very encouraging 95.6% of students feel that teachers and adults at the school believe in their academic	The data from schools across the district shows a need for a culturally responsive learning environment is essential for fostering an inclusive and equitable educational setting and contributing to a positive school climate. Training and program implementation will be tailored to meet the unique needs of diverse student groups with sensitivity to cultural differences. This approach includes developing strategies to engage with students from varied backgrounds effectively. Additionally, it is important to cultivate an environment where students feel safe expressing their cultural identities. Implementing practices such as a fair and consistent school-wide behavior system, alternatives to suspension, and increasing family involvement aims to reduce the disparities shown in data concerning suspensions and chronic absenteeism. These strategies will help create a more supportive and equitable school environment, promoting better attendance and reducing disciplinary actions. The training and implementation of trauma-informed strategies, tier social-emotional	4.2 Chronic Absenteeism 4.3 Suspensions 4.7 CA Dashboard 4.6 Student SEL Survey 4.6 and 4.7 LCAP Survey

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
	potential, which is critical for student motivation and self-esteem. These results underline the success of current strategies in fostering supportive relationships in a culturally responsive learning environment. However, there is room for further enhancement, particularly in the area of students sharing their personal and cultural experiences, where the agreement level is relatively lower compared to other areas. In addition, disparities among subgroups can be attributed to the need to continue working on creating culturally responsive learning environments. The District suspension performance level for African-American and Homeless students is at the lowest performance level. Within schools, the two middle schools have three student subgroups at the lowest performance level. 2023 Dashboard: 24.7% of students are considered chronically absent. Performance Level: Orange Subgroups: • Socioeconomically Disadvantaged: 27.1% • English Learners: 24.2% • Students with Disabilities: 33.7% • Homeless: 41.7% • Foster Youth: 48.7% • African American: 37.7% 2023 Dashboard: 2.8% suspended at least	interventions, and agency partnerships address the social issues that foster youth, English learners, and low-income students. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	

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
	one day Performance Level: Orange • Subgroups: • Socioeconomically Disadvantaged: 3.2% • English Learners: 2.6% • Students with Disabilities: 3.7% • Homeless: 5.8% • African American: 7.2% 4.2 Chronic Absenteeism 4.3 Suspensions 4.7 CA Dashboard 4.6 Student SEL Survey 4.6 and 4.7 LCAP Survey **Scope:** Schoolwide		
4.16	**Action:** Well-Maintained and Welcoming Campus Environment **Need:** To mitigate the impact on the student learning environment, the increased frequency of work orders due to incidents caused by outsiders misusing school facilities needs to be addressed. Maintaining learning spaces in excellent condition is essential for functional learning environments and also fosters a sense of belonging and well-being among students, which is also a goal for schools with high enrollment of low-income students. These studies suggest that investing in the maintenance and improvement of school	To maintain a welcoming environment, particularly at sites with greater needs near specific school boundaries, initiate a prompt response to incidents of vandalism and graffiti. Implement effective repair measures to address the damage caused by such incidents, not attributed to students. Addressing incidents that compromise facilities, especially in schools with significant enrollment of unduplicated pupils, requires urgent attention. Equity in school facilities is a critical issue; it ensures that all students, regardless of outside factors, have access to quality environments that support their learning and well-being which will increase connectedness and reduce chronic absenteeism. By providing extra care for outdoor learning spaces and areas visible to families and	4.2 Chronic Absenteeism 4.9 FIT Report and Work Orders

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
	facilities can significantly benefit student outcomes, particularly for those from low socioeconomic backgrounds. U.S. Department of Education: The report "Impact of School Facilities on Student Achievement" highlights that students in well-maintained schools perform better academically and have higher attendance rates. 21st Century School Fund: The report "Building Minds, Minding Buildings" found that students in well-maintained schools achieve higher academically and have better attitudes toward learning, emphasizing the importance of adequate facilities for low-income students. National Clearinghouse for Educational Facilities: The publication "Do School Facilities Affect Academic Outcomes?" reviews various studies and concludes that the condition of school facilities affects student health, behavior, engagement, learning, and achievement growth. Journal of Educational Administration: The study "The Influence of School Facilities on Student Achievement" found that well-maintained environments lead to better academic outcomes, particularly for low-income students. American Society of Civil Engineers (ASCE): The "Report Card for America's Infrastructure" highlights the link between well-maintained	the community at schools with a higher incident rate, we uphold the principle that every student deserves a conducive and stimulating educational setting. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	

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
	facilities and student performance and notes the negative impact of inadequate school facilities in low-income communities. These studies suggest that investing in the maintenance and improvement of school facilities can significantly benefit student outcomes, particularly for those from low socioeconomic backgrounds. 2023 Dashboard: 24.7% of students are considered chronically absent. Performance Level: Orange Subgroups: • Socioeconomically Disadvantaged: 27.1% • English Learners: 24.2% • Students with Disabilities: 33.7% • Homeless: 41.7% • Foster Youth: 48.7% • African American: 37.7% Arthur F. Corey: • English Learners: 25.3% • Students with Disabilities: 32.2% Buena Park Middle School: • Homeless: 40% • African American: 51.2% Charles G. Emery Elementary: • English Learners: 13.3% James A. Whitaker Elementary: -All: 35.1%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• English Learners*: 29.9% • Students with Disabilities: 44.3% • Hispanic: 37.2% Mabel L. Pendleton Elementary: • English Learners*: 32.6% 4.2 Chronic Absenteeism 4.9 FIT Report and Work Orders **Scope:** LEA-wide		

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:** ELD Supplemental Materials **Need:** Based on the CAASPP and iReady data, English learners exhibit lower performance levels in CAASPP ELA and iReady Reading compared to the overall student population. In addition, growth in the percentage of ELs making progress towards English Language proficiency is needed especially for LTELS at our middle schools.	English learners exhibit lower performance levels in CAASPP ELA and iReady Reading compared to the overall student population. To support their academic growth, supplemental materials will be utilized to enhance designated English Language Development (ELD) instruction. Emphasis will be placed on supporting Long-Term English Learners (LTELs) to ensure they receive the additional support they need. includes targeted resources focusing on language acquisition, vocabulary development, grammar, comprehension strategies, and academic language proficiency. By further incorporating these components into the	1.1 CAASSP ELA 1.3 ELPAC 1.4 iReady Reading

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2023 ELPAC Overall: Based on data from the CA 2023 Dashboard, 50.4% of ELLs are making progress towards English language proficiency. 2023 CAASPP ELA: Overall Performance Level Color: Orange Overall DFS: -26 points below standard • English Learners*: -57.3 points DFS 2023-24 Winter i Ready Diagnostic 2 Overall: 44% of Students Early On/At/Above Grade Level Standards • ELLs: 17% of Students Early On/At/Above Grade Level Standards Buena Park Middle School: • English Learners*: -90.6 • Homeless: -83.9 James A. Whitaker Elementary: • Socioeconomically Disadvantaged*: -74.4 • English Learners*: -80.8 points • Students with Disabilities: -149.6 • Hispanic: -74.3 Mabel L. Pendleton Elementary: • English Learners*: -57.3 points • Students with Disabilities: -120.2 1.1 CAASSP ELA 1.3 ELPAC 1.4 iReady Reading **Scope:**	ELD curriculum, students can receive tailored support that meets the diverse linguistic needs of English learners. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.7	**Action:** Middle School College Course **Need:** By providing these advanced learning opportunities, the District can profoundly impact the educational and career trajectories of students who are typically underrepresented in STEM fields, promoting greater diversity and inclusion within these disciplines. CAST data shows that increased STEM opportunities are needed. 28.08% of students in grades 5 and 8 met or exceeded standards for science. Subgroups: • ELLs: 4.5% • Socio-Economically Disadvantaged: 23.29% • Homeless: 11.63% 3.2 CAST 3.3 LCAP Survey **Scope:** Limited to Unduplicated Student Group(s)	Offering college-level STEM courses to middle school students from low economic backgrounds, English Learners (ELs), and foster youth is highly beneficial. Early exposure to these subjects can ignite a passion for STEM fields, enhance academic preparedness, and develop critical thinking and problem-solving skills. These courses help close the achievement gap by providing rigorous academic opportunities that might otherwise be inaccessible, leveling the playing field for underrepresented students. Furthermore, successfully completing these courses boosts students' confidence and solidifies college as a viable goal, particularly important for those who may lack such encouragement. Additionally, these courses grant access to advanced resources like laboratory equipment and specialized software, and opportunities to interact with college professors and mentors, fostering a supportive educational environment and promoting greater diversity in STEM disciplines. This action is principally directed at unduplicated pupils; however, these supports will benefit students districtwide, including students with disabilities.	3.2 CAST 3.3 LCAP Survey

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.

Action 3.7 Middle School College Course - Partnership with Fullerton College that allows middle school students to enroll in college courses and access the necessary textbooks, resources, and materials in support of low-income students, English Learners, and foster youth. Since

the action is completed due to funding provided by Fullerton College - the planned percentage of improved services is calculated as the cost of the action - $14,149/39,234,396 (budgeted base) - 0.0003606%

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.

All school sites have a high concentration of unduplicated students. The following goals and actions used to increase the number of staff providing direct services to students at schools.
Goal 2:
Action 4- Elementary PE Teachers: Elementary PE teachers and instructional aides will be provided beyond the district's staffing ratio. During PE sessions, classroom teachers will engage in PLCs to analyze data and refine instructional strategies. This will allow timely remediation and targeted instruction tailored to the needs of low-income students, foster youth, and English Learners, all based on data-driven insights.
Action 5- Instructional Coaches: Provide instructional support and coaching to teachers in elementary sites to strengthen Tier 1 instruction and to increase academic achievement in ELA/ELD and/or math for all students, including our English language learners, foster youth, and low socio-economic students.
Action 6- Kindergarten Support: Enhance kindergarten support by implementing Instructional Assistants (IAs) dedicated to providing differentiated support. IAs will offer support tailored to the diverse learning needs of kindergarten students, ensuring that all students, including our English language learners, foster youth, and low socio-economic students. receives the attention and guidance necessary for their academic growth and development.
Goal 4:
Action 12- Middle School Guidance Specialist: Guidance Specialists at each middle school focus on the wellness of English Learners, low-income students, and Foster Youth at the middle schools and serve in the capacity of a mentor. They monitor school activities throughout the day.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	17.79 to 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15.70 to 1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	40,482,757	14,291,011	35.301%	0.000%	35.301%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,514,587.00	$1,536,701.00	$0.00	$0.00	$24,051,288.00	$20,049,857.00	$4,001,431.00

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	Base Materials	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$223,000.00	$223,000.00				$223,000.00	
1	1.2	iReady Diagnostic and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$136,202.00	$136,202.00				$136,202.00	
1	1.3	Middle School Classroom Mathematics Materials	All Students with Disabilities	No			Specific Schools: Buena Park Middle School and Beatty Middle School 6th-8th	Ongoing	$0.00	$27,000.00	$27,000.00				$27,000.00	
1	1.4	ELD Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.5	MTSS Tiered Intervention Systems and Supports	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.6	Reading and Writing Workshop Professional Learning	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Learning Recovery - Tier 3 Reading Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Emery Elementary, Corey Elementary, Gilbert Elementary, Pendleton Elementar	Ongoing	$1,613,800.00	$0.00	$77,099.00	$1,536,701.00			$1,613,800.00	

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
							y, Whitaker Elementary K-5th									
1	1.8	Professional Development for Professional Learning Communities	All	No			All Schools	ONGOING	$0.00	$0.00	$0.00				$0.00	
1	1.9	ACCESS	All Students with Disabilities	No			All Schools	Ongoing	$300,000.00	$0.00	$300,000.00				$300,000.00	
1	1.10	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,156,661.00	$0.00	$1,156,661.00				$1,156,661.00	
1	1.11	Math Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$70,000.00	$70,000.00				$70,000.00	
2	2.1	Specialized Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$352,788.00	$352,788.00				$352,788.00	
2	2.3	Class Size Reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-2 and 6th-8th	Ongoing	$1,810,310.00	$0.00	$1,810,310.00				$1,810,310.00	
2	2.4	Elementary PE Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Emery Elementary, Corey Elementary, Gilbert Elementary, Pendleton Elementary, Whitaker Elementary TK-5	Ongoing	$497,563.00	$0.00	$497,563.00				$497,563.00	
2	2.5	Instructional Coaches	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corey Elementary, Pendleton Elementary, Whitaker K-5	Ongoing	$528,255.00	$0.00	$528,255.00				$528,255.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Kindergarten Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Emery Elementary, Corey Elementary, Gilbert Elementary, Pendleton Elementary, Whitaker Elementary Kindergarten	Ongoing	$333,258.00	$0.00	$333,258.00				$333,258.00	
2	2.7	N/A														
2	2.8	Library Media Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$385,751.00	$9,000.00	$394,751.00				$394,751.00	
2	2.9	Ed. Services Division	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$222,492.00	$32,359.00	$254,851.00				$254,851.00	
2	2.10	Tier 2 Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$917,107.00	$0.00	$917,107.00				$917,107.00	
2	2.11	District Support Services	All Students with Disabilities	No			All Schools	Ongoing	$5,927,628.00	$1,437,709.00	$7,365,337.00				$7,365,337.00	
2	2.12	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$882,980.00	$267,429.00	$1,150,409.00				$1,150,409.00	
2	2.13	Systematic and Strategic Use of Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$197,568.00	$0.00	$197,568.00				$197,568.00	
2	2.14	Early Learning Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Emery Elementary, Corey Elementary, Gilbert Elementary, Whitaker Elementary, Pendleton PK-TK	Ongoing	$18,400.00	$0.00	$18,400.00				$18,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.15	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,208,921.00	$240,798.00	$1,449,719.00				$1,449,719.00	
2	2.16	Special Education Transportation	All	No			All Schools	ONGOING	$0.00	$0.00	$0.00				$0.00	
3	3.1	STEM Instruction and PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$17,135.00	$38,665.00	$55,800.00				$55,800.00	
3	3.2	Outdoor Science Camp	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Buena Park Middle School and Beatty Middle School 6th Grade	Ongoing	$4,841.00	$256,559.00	$261,400.00				$261,400.00	
3	3.3	Passion Programs /CTE Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$45,158.00	$22,342.00	$67,500.00				$67,500.00	
3	3.4	District Passion Programs / CTE Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$215,658.00	$29,000.00	$244,658.00				$244,658.00	
3	3.5	GATE	All	No			All Schools 2nd-8th	Ongoing	$8,000.00	$36,350.00	$44,350.00				$44,350.00	
3	3.6	GATE Scholar Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$7,500.00	$7,500.00				$7,500.00	
3	3.7	Middle School College Course	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Buena Park Middle School and Beatty Middle School 6th-8th	Ongoing	$0.00	$0.00	$0.00				$0.00	0.0003488%
3	3.8	Alternative Learning Programs	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
3	3.9	Outdoor Wellness Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$185,753.00	$18,600.00	$204,353.00				$204,353.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.10	Elementary Music Instruction Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corey Elementary, Emery Elementary, Gilbert Elementary, Pendleton Elementary, Whitaker Elementary TK-5th	Ongoing	$88,622.00	$5,318.00	$93,940.00				$93,940.00	
3	3.11	Educational Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$171,970.00	$31,476.00	$203,446.00				$203,446.00	
4	4.1	Student and Community Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$450,928.00	$125,473.00	$576,401.00				$576,401.00	
4	4.2	Student Engagement and Outreach Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$454,929.00	$0.00	$454,929.00				$454,929.00	
4	4.3	Middle School Attendance Clerks	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beatty Middle School and Buena Park Middle School 6th-8th	Ongoing	$183,520.00	$0.00	$183,520.00				$183,520.00	
4	4.4	Continuum of Mental Health Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$892,350.00	$46,957.00	$939,307.00				$939,307.00	
4	4.5	Nurses and Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$487,063.00	$52,751.00	$539,814.00				$539,814.00	
4	4.6	Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$26,000.00	$26,000.00				$26,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.7	LCAP Advisory group	All	No			All Schools	ONGOING	$0.00	$0.00	$0.00				$0.00	
4	4.8	Translation and Interpreting Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$166,846.00	$196,846.00				$196,846.00	
4	4.9	Enhanced Condition of Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Beatty Middle School and Buena Park Middle School 6th-8th	Ongoing	$475,976.00	$0.00	$475,976.00				$475,976.00	
4	4.11	Behavior Response Team	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.12	Middle School Guidance Specialist	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Buena Park Middle School and Beatty Middle School 6th-8th	Ongoing	$168,942.00	$0.00	$168,942.00				$168,942.00	
4	4.13	Positive School Climate	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$70,200.00	$70,200.00				$70,200.00	
4	4.14	TOSA Special Projects	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.15	Wellness Teacher on Special Assignment	All Students with Disabilities	No			All Schools	Ongoing	$15,771.00	$0.00	$15,771.00				$15,771.00	
4	4.16	Well-Maintained and Welcoming Campus Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$152,547.00	$141,109.00	$293,656.00				$293,656.00	
4	4.17	Specialized Staff	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$55,000.00	$55,000.00				$55,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
40,482,757	14,291,011	35.301%	0.000%	35.301%	$14,439,129.00	0.000%	35.668 %	**Total:**	$14,439,129.00
								LEA-wide Total:	$10,461,741.00
								Limited Total:	$30,000.00
								Schoolwide Total:	$3,947,388.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	iReady Diagnostic and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,202.00	
1	1.4	ELD Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	
1	1.7	Learning Recovery - Tier 3 Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Emery Elementary, Corey Elementary, Gilbert Elementary, Pendleton Elementary, Whitaker Elementary K-5th	$77,099.00	
1	1.10	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,156,661.00	

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	1.11	Math Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
2	2.1	Specialized Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$352,788.00	
2	2.3	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-2 and 6th-8th	$1,810,310.00	
2	2.4	Elementary PE Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Emery Elementary, Corey Elementary, Gilbert Elementary, Pendleton Elementary, Whitaker Elementary TK-5	$497,563.00	
2	2.5	Instructional Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corey Elementary, Pendleton Elementary, Whitaker K-5	$528,255.00	
2	2.6	Kindergarten Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Emery Elementary, Corey Elementary, Gilbert Elementary, Pendleton Elementary, Whitaker Elementary Kindergarten	$333,258.00	
2	2.8	Library Media Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$394,751.00	

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	2.9	Ed. Services Division	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,851.00	
2	2.10	Tier 2 Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$917,107.00	
2	2.12	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,150,409.00	
2	2.13	Systematic and Strategic Use of Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,568.00	
2	2.14	Early Learning Department	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Emery Elementary, Corey Elementary, Gilbert Elementary, Whitaker Elementary, Pendleton PK-TK	$18,400.00	
2	2.15	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,449,719.00	
3	3.1	STEM Instruction and PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,800.00	
3	3.2	Outdoor Science Camp	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Buena Park Middle School and Beatty Middle School 6th Grade	$261,400.00	
3	3.3	Passion Programs /CTE Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,500.00	
3	3.4	District Passion Programs / CTE Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$244,658.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	GATE Scholar Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
3	3.7	Middle School College Course	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Buena Park Middle School and Beatty Middle School 6th-8th	$0.00	0.0003488%
3	3.9	Outdoor Wellness Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,353.00	
3	3.10	Elementary Music Instruction Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corey Elementary, Emery Elementary, Gilbert Elementary, Pendleton Elementary, Whitaker Elementary TK-5th	$93,940.00	
3	3.11	Educational Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,446.00	
4	4.1	Student and Community Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$576,401.00	
4	4.2	Student Engagement and Outreach Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$454,929.00	
4	4.3	Middle School Attendance Clerks	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beatty Middle School and Buena Park Middle School 6th-8th	$183,520.00	
4	4.4	Continuum of Mental Health Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$939,307.00	

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 (%)
4	4.5	Nurses and Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$539,814.00	
4	4.6	Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
4	4.8	Translation and Interpreting Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,846.00	
4	4.9	Enhanced Condition of Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Beatty Middle School and Buena Park Middle School 6th-8th	$475,976.00	
4	4.12	Middle School Guidance Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Buena Park Middle School and Beatty Middle School 6th-8th	$168,942.00	
4	4.13	Positive School Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$70,200.00	
4	4.16	Well-Maintained and Welcoming Campus Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$293,656.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$24,222,910.00	$24,029,298.00

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**	Base Materials	No	$213,000.00	$220,038
1	**1.2**	iReady Diagnostic and Instruction	Yes	$148,622.00	$141,122
1	**1.3**	Middle School Classroom Mathematics Materials	No	$27,000.00	$27,000.00
1	**1.4**	ELD Supplemental Materials	Yes	$10,000.00	$210,178
1	**1.5**	MTSS Tiered Intervention Systems and Supports	Yes	$61,640.00	$61,640
1	**1.6**	Reading and Writing Workshop Professional Learning	Yes	$56,010.00	$56,010
1	**1.7**	Learning Recovery - Tier 3 Reading Intervention	Yes	$1,558,973.00	$1,516,508
1	**1.8**	Professional Development for Professional Learning Communities	No	$65,000.00	$65,000
1	**1.9**	ACCESS	No	$290,000.00	$280,000
1	**1.10**	Professional Learning Communities	Yes	$1,104,225.00	$1,168,070
1	**1.11**	Math Professional Development	Yes	$0.00	$0.0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Special Education Support Staff	Yes	$335,285.00	$336,693
2	2.3	Class Size Reduction	Yes	$1,635,697.00	$1,635,697
2	2.4	Elementary PE Teachers	Yes	$507,362.00	$446,665
2	2.5	Instructional Coaches	Yes	$530,594.00	$525,751
2	2.6	Kindergarten Support	Yes	$337,369.00	$317,513
2	2.7	N/A			
2	2.8	Library Media Clerks	Yes	$436,886.00	$421,196
2	2.9	Ed. Services Division	Yes	$136,164.00	$130,762
2	2.10	Tier 2 Intervention	Yes	$636,815.00	$649,983
2	2.11	District Support Services	No	$7,548,878.00	$7,410,398
2	2.12	Technology	Yes	$866,208.00	$1,072,841
2	2.13	Systematic and Strategic Use of Data	Yes	$188,791.00	$198,246
2	2.14	Early Learning Department	Yes	$148,838.00	$113,456
2	2.15	Transportation	Yes	$1,099,819.00	$1,301,074

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	2.16	Special Education Transportation	No	$331,395.00	$0.00
3	3.1	STEM Instruction and PD	Yes	$56,010.00	$56,010
3	3.2	Outdoor Science Camp	Yes	$261,400.00	$227,738
3	3.3	Passion Programs /CTE Pathways	Yes	$37,500.00	$67,500
3	3.4	District Passion Programs / CTE Pathways	Yes	$216,890.00	$236,991
3	3.5	GATE	No	$44,350.00	$36,810
3	3.6	GATE Scholar Program	Yes	$7,500.00	$7,500
3	3.7	Middle School College Course	Yes	$0.00	0
3	3.8	Alternative Learning Programs	No	$35,000.00	$47,000
3	3.9	Outdoor Wellness Activities	Yes	$18,670.00	$18,670
3	3.10	Elementary Music Instruction Teacher	Yes	$178,381.00	$181,635
3	3.11	Educational Programs	Yes	$266,661.00	$244,803
4	4.1	Student and Community Services:	Yes	$506,875.00	$503,774

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Student Engagement and Outreach Clerk	Yes	$429,671.00	$473,289
4	4.3	Middle School Attendance Clerks	Yes	$162,891.00	$169,531
4	4.4	Continuum of Mental Health Support Staff	Yes	$1,222,761.00	$1,222,024
4	4.5	Nurses and Health Services	Yes	$676,482.00	$622,147
4	4.6	Parent Workshops	Yes	$30,000.00	0
4	4.7	LCAP Advisory group	No	$10,000.00	0
4	4.8	Translation and Interpreting Services	Yes	$196,846.00	$161,791
4	4.9	Enhanced Condition of Learning	Yes	$554,163.00	$553,509
4	4.11	Behavior Response Team	Yes	$267,025.00	$185,627
4	4.12	Middle School Guidance Specialist	Yes	$156,733.00	$164,331
4	4.13	Positive School Climate	Yes	$37,340.00	$37,340
4	4.14	TOSA Special Projects	Yes	$0.00	0
4	4.15	Wellness Teacher on Special Assignment	No	$116,999.00	$40,713
4	4.16	Well-Maintained and Welcoming Campus Environment	Yes	$211,191.00	$214,224

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.17**	Specialized Staff	No	$247,000.00	$250,500

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$13,830,772	$13,776,695.00	$14,135,331.00	($358,636.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	iReady Diagnostic and Instruction	Yes	$148,622.00	$141,122		
1	1.4	ELD Supplemental Materials	Yes	$10,000.00	$210,178		
1	1.5	MTSS Tiered Intervention Systems and Supports	Yes	$61,640.00	$61,640		
1	1.6	Reading and Writing Workshop Professional Learning	Yes	$56,010.00	$56,010		
1	1.7	Learning Recovery - Tier 3 Reading Intervention	Yes	$41,380.00	$0.0		
1	1.10	Professional Learning Communities	Yes	$1,104,225.00	$1,168,070		
1	1.11	Math Professional Development	Yes	$0.00	$0.0		
2	2.1	Special Education Support Staff	Yes	$335,285.00	$336,693		
2	2.3	Class Size Reduction	Yes	$1,635,697.00	$1,635,697.0		
2	2.4	Elementary PE Teachers	Yes	$507,362.00	$446,665		
2	2.5	Instructional Coaches	Yes	$530,594.00	$525,751		
2	2.6	Kindergarten Support	Yes	$337,369.00	$317,513		
2	2.8	Library Media Clerks	Yes	$436,886.00	$421,196		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Ed. Services Division	Yes	$136,164.00	$130,762		
2	2.10	Tier 2 Intervention	Yes	$636,815.00	$649,983		
2	2.12	Technology	Yes	$866,208.00	$1,072,841		
2	2.13	Systematic and Strategic Use of Data	Yes	$188,791.00	$198,246		
2	2.14	Early Learning Department	Yes	$148,838.00	$113,456		
2	2.15	Transportation	Yes	$1,099,819.00	$1,301,074		
3	3.1	STEM Instruction and PD	Yes	$56,010.00	$56,010		
3	3.2	Outdoor Science Camp	Yes	$261,400.00	$227,738		
3	3.3	Passion Programs /CTE Pathways	Yes	$37,500.00	$67,500		
3	3.4	District Passion Programs / CTE Pathways	Yes	$216,890.00	$236,991		
3	3.6	GATE Scholar Program	Yes	$7,500.00	$7,500		
3	3.7	Middle School College Course	Yes	$0.00		0.0003606%	0.0003589%
3	3.9	Outdoor Wellness Activities	Yes	$18,670.00	$18,670		
3	3.10	Elementary Music Instruction Teacher	Yes	$178,381.00	$181,635		
3	3.11	Educational Programs	Yes	$266,661.00	$244,803		
4	4.1	Student and Community Services:	Yes	$506,875.00	503,774		
4	4.2	Student Engagement and Outreach Clerk	Yes	$429,671.00	$473,289		
4	4.3	Middle School Attendance Clerks	Yes	$162,891.00	$169,531		
4	4.4	Continuum of Mental Health Support Staff	Yes	$1,222,761.00	$1,222,024		

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)
4	**4.5**	Nurses and Health Services	Yes	$676,482.00	$622,147		
4	**4.6**	Parent Workshops	Yes	$30,000.00	$0.0		
4	**4.8**	Translation and Interpreting Services	Yes	$196,846.00	$161,791		
4	**4.9**	Enhanced Condition of Learning	Yes	$554,163.00	$553,509		
4	**4.11**	Behavior Response Team	Yes	$267,025.00	$185,627		
4	**4.12**	Middle School Guidance Specialist	Yes	$156,733.00	$164,331		
4	**4.13**	Positive School Climate	Yes	$37,340.00	$37,340		
4	**4.14**	TOSA Special Projects	Yes	$0.00	$0.0		
4	**4.16**	Well-Maintained and Welcoming Campus Environment	Yes	$211,191.00	$214,224		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$39,969,249	$13,830,772	0.0	34.604%	$14,135,331.00	0.000%	35.366%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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