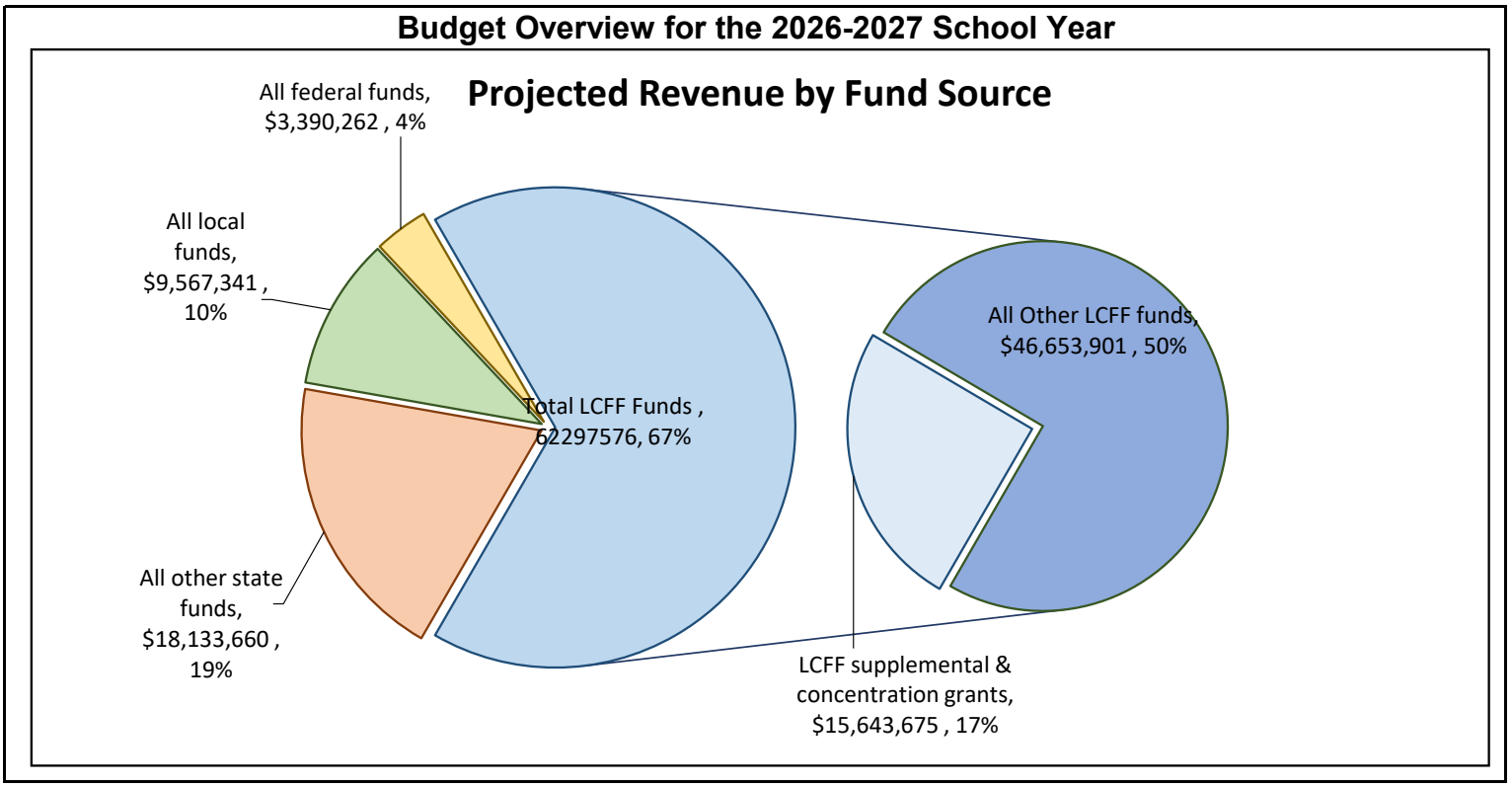
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Garvey Elementary School District
CDS Code: 19-64550-0000000
School Year: 2026-2027
LEA contact information: Anita Chu (626) 307-3444 achu@gesd.us

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

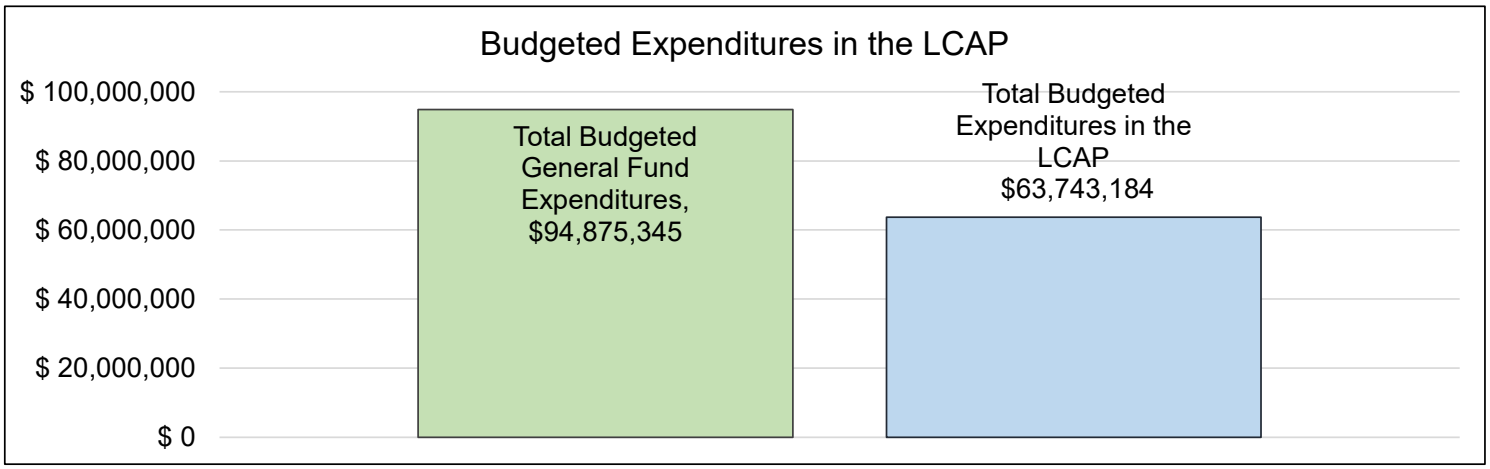


This chart shows the total general purpose revenue Garvey Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Garvey Elementary School District is $93,388,839.00, of which $62,297,576.00 is Local Control Funding Formula (LCFF), $18,133,660.00 is other state funds, $9,567,341.00 is local funds, and $3,390,262.00 is federal funds. Of the $62,297,576.00 in LCFF Funds, $15,643,675.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Garvey Elementary School District plans to spend for 2026-2027. 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: Garvey Elementary School District plans to spend $94,875,345.00 for the 2026-2027 school year. Of that amount, $63,743,184.00 is tied to actions/services in the LCAP and $31,132,161.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

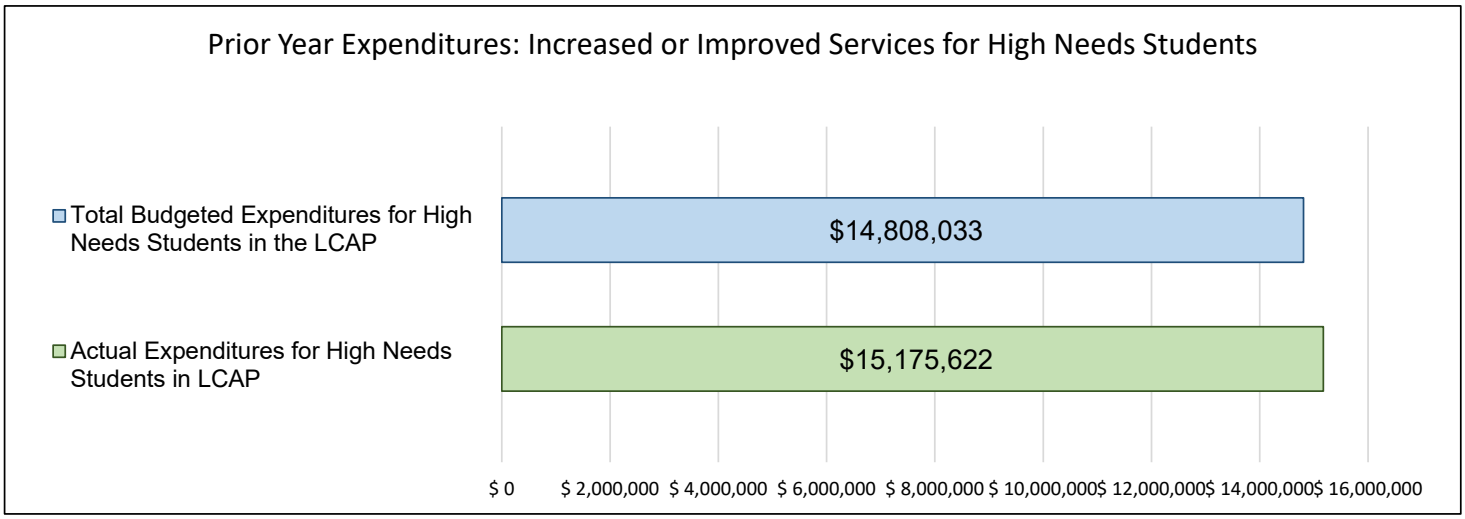
The 2026-27 General Fund Expenditures not included in LCAP are budgeted for the following major areas:
Non-Instructional Classified Support Staff
Facility Maintenance (funded by the Restricted Routine Maintenance Account)
Federally-Funded Supplemental Materials and Additional Professional Development
After School Education & Safety (ASES) Program
Student Programs and Services funded by restricted State Resources
Non-Instructional Supplies for Schools and District Office
Non-Instructional Service Agreements (e.g., facilities)
Operational Costs
Additional Personnel, Supplies & Services funded by one-time State & Federal Resources

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Garvey Elementary School District is projecting it will receive $15,643,675.00 based on the enrollment of foster youth, English learner, and low-income students. Garvey Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Garvey Elementary School District plans to spend $15,643,675.00 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 2025-2026



This chart compares what Garvey 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 Garvey 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 2025-2026, Garvey Elementary School District 's LCAP budgeted $14,808,033.00 for planned actions to increase or improve services for high needs students. Garvey Elementary School District actually spent $15,175,622.00 for actions to increase or improve services for high needs students in 2025-2026.

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
Garvey Elementary	Anita Chu Superintendent	achu@gesd.us 626-307-3444

Plan Summary 2026-2027

General Information

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

The Garvey School District is located in a culturally diverse, rapidly changing geographic area. It is the second oldest elementary school district in Los Angeles County. The District serves over 5,000 students in Pre-school through eighth grade in nine elementary schools, two intermediate schools, and two early childhood education centers. Garvey students come from the cities of Rosemead, San Gabriel, Monterey Park and the unincorporated area of Los Angeles County known as South San Gabriel, all within four square miles.
Our students bring rich cultural heritage to schools. Approximately 36% are Hispanic and 60% Asian. English learners (EL) comprise about 38% of the total enrollment. The top four major languages spoken by EL students are: Cantonese, Spanish, Vietnamese, and Mandarin. Over 76% of the student population qualifies for the free and reduced meal program.
The District is dedicated to providing a premier education in a 21st century learning environment to develop future-ready global leaders. To attain this vision for all students, the District provides quality whole-child education that includes the Common Core aligned ELA and math programs, English language development (ELD), mathematics, Next Generation Science Standards/STEM program, history/social science, health, physical education, and visual and performing arts, as well as leadership development and mental health programs. High-need students are provided with supplemental support services to address their language, learning, behavioral, and social-emotional needs so as to develop their full potentials as 21st century leaders.

Reflections: Annual Performance

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

REFLECTIONS: PROGRESS

Based on the 2025 California School Dashboard and the 2025-26 local data (including the local indicators, district benchmark assessments, and input from educational partners), the areas of greatest progress for the District in the 2025-26 school year include the following:

1) Learning Recovery & Acceleration for High-Need Student Groups (LCAP Goal 1 & Goal 2)
To address the enduring impacts of pandemic on student learning, especially among the high-need student groups, the District continued to commit considerable resources in

enhancing the districtwide system of academic interventions and supports to promote learning recovery and acceleration. These academic interventions and supports, designed as part of the "Response to Intervention & Instruction" (RtI2) of the District's Multi-Tiered System of Supports (MTSS), included:

a) District Leadership: A District administrative team provided guidance, coordination, progress monitoring, and support for the design and implementation of the districtwide RtI2 program. Planning and progress monitoring meetings were held with site principals and ongoing support were provided for site leaders.
b) During School Intervention & Supports: High needs students, grouped by learning needs, identified by the districtwide diagnostic assessments, received during school small group intervention provided by classroom teachers and support staff in a self-contained setting or through team teaching by grade level/span. An online data management system, Beyond SST, was used to collect and monitor the progress data and intervention services for these students. Programmatic changes were made as necessary to promote optimal student learning outcomes.
c) Extended-time (Afterschool and Summer) Intervention Programs: The District made a concerted effort to expand the afterschool and summer intervention programs offered to English learners, low-performing students, and Students with Disabilities (from Grades K through 8). The programs focused on the identified areas of learning needs and supported by the use of research-based intervention resources and materials.
d) Evidence-based Strategies & Intervention Programs: To address the needs of students with language and/or learning needs (e.g., English Learners, Long-Term English Learners, struggling readers, and students with disabilities), ongoing training and support were provided for instructional staff in effectively using evidence-based strategies/programs, including Science of Reading (SoR), SIPPS, Guided Language Acquisition Design (GLAD), Thinking Maps, Write from the Beginning and Beyond, academic vocabulary, and inclusive practices.
e) Learning Resources: Technology equipment and hotspots, online resources, and school supplies were provided to high needs students who do not have access to these learning resources.

Based on the 2025 SBAC Dashboard data, Math proficiency for all students maintained the "Green" performance level and the math performance of four significant priority student groups (i.e., "English Learners," "Long-Term English Learners," "Students with Disabilities," and "Homeless Students") showed improvement in the DFS's. While the ELA proficiency for all students remained at the "Yellow" performance level, four priority student groups (I.e., "English Learners." "Students with Disabilities," Hispanic," and "Homeless" students) showed strong progress. The 2025 EL Progress Indicator for "Long-Term English Learners" (significantly higher than the State rate of 49.1%), also indicated strong progress with 63.6% of students who moved up at least one level or maintained Level 4 on ELPAC. Similarly, based on the 2025-26 District Benchmark Assessment data, ELA proficiency for all students and all but one student groups showed improvement (All students improved by 1%; ELs by 2%; LTELs by 12%; Students with Disabilities by 7%; Hispanic by 4%; and Foster by 2%). Math proficiency for Long-Term English Learners and Students with Disabilities had improved by 3% and 1% respectively. Collectively, the academic data suggested the district made progress toward learning recovery and acceleration and, consequently, closing the learning and achievement gaps among the high needs student groups.

To build upon the progress made to address the academic challenge, particularly for high needs student groups, the District will continue to strengthen the districtwide system of academic interventions and supports to promote learning recovery and acceleration by ensuring early identification, timely targeted intervention, effective implementation with fidelity, and ongoing progress monitoring.

2) Whole-Child Services & Supports for High-Need Student Groups (LCAP Goal 3)
The District continued to provide expanded whole-child services and supports to address the prevailing challenges resulting from the pandemic, especially among the high needs student groups and families. These whole-child services and supports, designed as part of the District's Multi-Tiered System of Supports (MTSS), included:

a) Student Engagement & Leadership Development: Student engagement, leadership development (e.g., Leader in Me) and Positive Behavioral Intervention and Supports (PBIS) programs were revitalized to build a positive school climate where all students, particularly the high needs students, feel engaged and motivated to develop and reach their goals.
b) Mental & Social-Emotional Supports: Counselors were provided for each school to facilitate social-emotional learning (SEL) lessons for all students on a weekly/biweekly basis using the district-adopted SEL curriculum. In addition, counselors offered supports, including daily engagement check-ins and reengagement follow-ups, counseling services, home visits and wellness checks for students with challenging needs. In addition to the district-level Board-certificated Behavior Analysts (BCBAs), Behavior intervention assistants were provided for each school to offer direct support services for students with behavioral challenges.
c) Extended-Time Whole-Child Programs: Sleepaways camp programs that focused on leadership skills development and teambuilding were offered during summer particularly for students with attendance, behavioral, and social-emotional needs.
d) Health & Safety Supports: Onsite health care services were provided by the district health supports staff at each school as well as through the partnership with a community agency at a school-based health clinic.

Based on the district's 2025-26 student outcome data, there were improvements on: attendance rate (96%) increased by 0.85%; chronic absenteeism rate (9.6%) decreased by

1.6%; suspension rate (1.1%) decreased by 0.4%. Almost all student groups showed improvements on these three indicators. Additionally, input from the student focus groups indicated that students recognized the counselors, appreciated the SEL lessons, and enjoyed the variety of high-interest programs. The data suggested that the District made progress in rebuilding a nurturing and asset-rich environment for all students.

To build upon the progress made to address the formidable SEL challenge, the District will continue to utilize a coordinated, holistic approach to assess the physical, mental, social-emotional and learning needs of the students, and allocate resources to provide integrated services for the identified students. Additionally, the District will invest in building internal capacity to implement the leadership development initiative (i.e., Leader in Me program) districtwide with a focus on high needs students, including English learners, foster students and socio-economically disadvantaged students, by developing a cadre of leadership coaches.

3) Parent Engagement, Communication, Education & Support (LCAP Goal 5)
The District promoted an extensive parent program to empower parents as partners in education to order to meet the multi-faceted challenge in the 2025-26 school year. The parent program included:

a) Parent Engagement & Participation: Extensive parent outreach, with the focus on hard-to-reach parents and students, was supported by site-based bilingual home-school liaisons and resources, under the guidance of the district-level parent engagement specialists.
b) Parent Communication: Multiple forms of communication (including a new districtwide parent communication system, ParentSquare), ongoing parent information meetings with principals, and a representative Parent Focus Team with the Superintendent were used, with the support of interpretations/interpretations, to provide all parents with timely updates and to seek their input in decision making.
c) Parent Education: A districtwide Parent Symposium was held with the extensive support of community partners. Ongoing training and support were provided to increase the capacity of parents and families in providing whole-child support at home. Focus areas, identified based on parent input, included: academic support at home, online learning programs and resources, mental and social-emotional supports, and physical health and safety.
d) Parent Support Staff: Bilingual parent support staff at each school served as liaisons to provide information and seek input, with the use of primary language support, to ensure parents' access to information and participation opportunities.

The parent engagement survey (local indicator) for 2025-26 indicated a high percentage of over 88% of parents with a positive rating for the District's parent engagement efforts. This positive evaluation was supported by the input from the Parent Focus Team that assigned the District an average score of 4.1 (on a 5-level scale) in three domains: building relationships, building partnerships for student outcomes, and seeking input for decision-making. To build upon the progress made, the District will continue to use an extensive parent outreach program, including the parent engagement surveys and Parent Focus Team to assess the needs of parents and families, especially those with disadvantaged backgrounds, provide staff training on home-school partnership, and implement result-proven strategies and approaches to foster parent engagement, communication, training, and support, with a focus on high-need parents.

4) Responsive & Coordinated Accountability & Support System of Services (LCAP Goal 6)
The District continued to demonstrate the capacity to maintain a responsive and coordinated accountability and support system to meet the prevailing social, political, and fiscal challenges of an evolving context in the post-pandemic world by having a collective commitment to modify roles and responsibilities when necessary and to leverage internal and external resources, in order to meet the changing needs of students and families.
To build upon the progress made, the District will continue its commitment to strengthen the Accountability and Support System to ensure that all services in support of student success, especially those with disadvantaged backgrounds, remain responsive and coordinated.

REFLECTIONS: AREAS FOR IMPROVEMENT

Based on the California School Dashboard and 2025-26 local data (including the local indicators, district benchmark assessments, and input from educational partners), the areas of need for significant improvement include the following:

1) Student Engagement & Leadership Development – Chronic Absenteeism & Suspension (LCAP Goal 3)
The 2023 California School Dashboard data indicated the following schools and student groups received the "Red" performance level on:
Chronic Absenteeism:
- Bitely Elementary School (All Students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic, and Asian Students)
- Dewey Elementary School (All Students)
- Emerson Elementary School (All Students, English Learners, Socio-economically Disadvantaged, and Students with Disabilities)
- Monterey Vista Elementary School (Hispanic Students)

- Willard Elementary School (All Students, Socio-economically Disadvantaged, and Students with Disabilities)
- Temple Intermediate School (English Learners and Students with Disabilities)
- District (Filipino Students)
Suspension:
- Garvey Intermediate School (Students with Disabilities)

The 2025 California School Dashboard data indicated a significant improvement in Chronic Absenteeism and some improvement in Suspension Rate. The sites and student groups that received the “Red” performance level in these areas include
Chronic Absenteeism:
-District (Long-Term English Learners and Foster Students)
-Garvey Intermediate School (English Learners, Long-Term English Learners, and Students with Disabilities)
-Sanchez Elementary School (Socio-economically Disadvantaged and Hispanic Students)
Suspension Rate:
-District (Long-Term English Learners)
-Garvey Intermediate School (Long-Term English Learners)

Additionally, the 2025-26 local data also showed continued improvement in Chronic Absenteeism, with a decrease in the rates for all student groups when compared to the 2024-25 data.

Although the District had expanded the integrated whole-child support services and the data indicated great progress toward rebuilding an engaging and asset-rich school environment, the need for improvement remains significant, particularly in the areas of school engagement, attendance, behavior management, as indicated by the disproportionately high chronic absenteeism rates (among the high needs student groups) and the student school climate survey (Grades 5-8) data.
To promote school engagement and address chronic absenteeism and behavior challenges, especially of those with disadvantaged backgrounds, in addition to continuing the efforts in strengthening the Multi-Tiered System of Supports (MTSS) for Whole-Child Services, the District is committed to providing additional resources, in the following areas.

a) Timely Student Identification: Students with mental, behavioral, and/or social-emotional challenges will be identified by school counselors, working in collaboration with teachers at the beginning of the year.
b) Targeted Student Engagement & Leadership Development: Through the Student Success Team (SST) process, an engagement plan will be developed for each identified high needs student. The plan will include targeted intervention and supports, such as: adult mentorship, differentiated student engagement strategies, focused leadership development program, targeted positive behavior intervention and supports (PBIS) activities, counseling services, social-emotional learning, goal-setting, incentive program, and health and safety support services. Progress will be monitored and the engagement plan will be refined as necessary.
c) Targeted Family Supports: Extensive parent outreach efforts, including home visits, will be made with the focus on the families of high-need students, to deepen the understanding of their needs, build their capacity, and strengthen the home-school partnership. Based on the identified needs, appropriate supports and interventions (e.g., family support services from district staff and outside agencies) will be provided to these families.
d) Professional Development for All Staff: Extensive training will be provided for all teachers and support staff, including the office and parent support staff, in fostering a positive and engaging school culture where all students are nurtured and supported to grow as self-regulated learners and leaders.

2) Learning & Achievement Gaps among Disadvantaged Students (LCAP Goal 2)
Disaggregated student outcome data by student groups, including the California School Dashboard academic data, 2025-26 district benchmark assessments, and anecdotal data from staff and parents, indicated that the learning gaps remained challenging among the high needs students, particularly the “English Learners,” “Long-Term English Learners,” “Students with Disabilities,” and “Hispanic Students” groups. To address the learning and achievement gaps for these high needs student groups, the District is committed to strengthening the Multi-Tiered System of Supports (MTSS) for Academic Services, by implementing the following actions.

A) “English Learners” & “Long-Term English Learners” (LCAP Goal 2 Action 5)
The 2023 Dashboard data indicated the “English Learners” group received the “Red” performance level on the following state academic and English Learner Progress indicators.
- Mathematics (Temple Intermediate School)
- English Learner Progress (Emerson Elementary School)

The 2025 Dashboard data indicated the “English Learners” group received the “Red” performance level on the English Learner Progress Indicators (Duff, Emerson, Hillcrest, Monterey Vista, and Rice Elementary Schools)

The district- and school-level MTSS on academic and whole-child programs/services for English Learners (ELs) and Long-Term English Learners (LTELs) will be closely examined and refined in the following areas:
a) Daily Designated ELD (for All ELs) – Identify a protected time on a daily basis to provide designated ELD instruction, with the use of the district-adopted ELD curriculum, ELPAC strategies, and differentiation, to develop language proficiency of ELs at various levels, with a focus on newcomers and long-term English learners.
b) Integrated ELD (for All ELs) in All Content Instruction – Develop a language objective in all content instruction and provide differentiated supports (e.g., visual, graphic, interactive, and linguistic) to ELs to help students overcome language barriers and develop the academic language essential to content area learning,
c) Direct Explicit Instruction on Academic Language – Explicitly teach academic vocabulary in context with the use of evidence-based strategies (e.g., GLAD and close reading) and provide multiple opportunities in using academic language.
d) Early Intervention and Supports for High-Need English Learners – Monitor the progress of English Learners and provide timely identification of high-need ELs and placement in research-based intervention programs (e.g., Imagine Learning).
e) Supports for Long-Term English Learners – Monitor the progress of Long-term English Learners with the use of individualized longitudinal data and use the progress data to design interventions and supports. Make programmatic changes, as necessary, to overcome their language and learning barriers.
f) Culturally Responsive Practices and Whole-Child Development – Utilize culturally responsive practices in designing and facilitating learning experiences and interactions. Use child-centered approaches to promote whole-child wellness and leadership qualities.

To expand the staff capacity in promoting the success of all ELs, professional development on research-based academic strategies (e.g., ELPAC and GLAD) and culturally responsive, whole-child practices will continue to be provided through districtwide and site-based training, and weekly Professional Learning Community (PLC). Additionally, the District will continue to promote the engagement of parents of English learners, with the support of site-based bilingual home-school liaisons, district- and site-level parent participation opportunities, and extensive parent education programs.

B) Lowest Achieving (“Red”) Student Groups
In addition to the “English Learners” & “Long-Term English Learners” group, the district will continue to support the lowest achieving (“Red”) student groups as identified based on the 2023 Dashboard data. They include:

1) “Students with Disabilities” (LCAP Goal 2 Action 9)
The 2023 Dashboard data indicated the “Students with Disabilities” group received the “Red” performance level on the following state academic indicators.
- English Language Arts (District, Garvey Intermediate School, and Temple Intermediate School)
- Mathematics (District and Garvey Intermediate School)

The 2025 Dashboard data indicated the “Students with Disabilities” group improved and did not receive the “Red” performance level on any academic indicator.

While the “Students with Disabilities” group has made strong progress in the academic indicators, the need for improvement remains significant. The district- and school-level MTSS on the academic and whole-child programs/services for Students with Disabilities (SWDs) will be closely examined and refined in the following areas:

a) Academic Rigor and Access to Core Instruction – Provide SWDs with quality standards-based instruction using the core curriculum and research-based differentiation and accommodation strategies, in order to raise the academic rigor and ensure equal access to core instruction for all SWDs.
b) Inclusive Practices – Provide professional development for both Special Education and general education staff on inclusive practices. Implement an integrated approach on improving system wide learning strategies within special day classes and promoting increased time within the general education classroom to maximize learning outcomes for SWDs.
c) Extended-time Enrichment and Supports – Provide SWDs with access to extended-time enrichment and learning supports through the partnership with extended learning opportunities program providers.
d) Individual Education Programs (IEPs) – Promote a data-driven collaboration among all educational partners in developing, implementing, and monitoring quality and compliant IEPs, with goals that are standards-aligned to maximize access to core instruction for SWDs.

To promote quality programs and services for SWDs, ongoing professional development on research-based strategies for SWDs, including IEP, inclusion practices, rigor, differentiation/accommodations, and collaboration between general education and special education staff, will be provided through the partnerships with the SELPA, county, state, and other educational agencies. Additionally, the District will expand its efforts in promoting a positive partnership with parents of SWDs, with the support of parent

participation opportunities, targeted parent education, and family support services.

2) “Hispanic Students” (LCAP Goal 2 Action 10)
The 2023 Dashboard data indicated the “Hispanic Students” group received the “Red” performance level on the following state academic indicators.
- English Language Arts (Emerson Elementary School and Rice Elementary School)
- Mathematics (Dewey Elementary School)

The 2025 Dashboard data indicated the “Hispanic Students” group received the “Red” performance level on the following state academic indicators.
- English Language Arts (Rice Elementary School)
- Mathematics (Temple Intermediate School)

The district- and school-level MTSS on the academic and whole-child programs/services for Hispanic students will be closely examined and refined in the following areas:

a) Student Engagement & Motivation – Promote school engagement and motivation of Hispanic students by designing relevant and high-interest learning experiences and fostering student ownership of learning.
b) Whole-Child & Leadership Development – Commit additional resources to promote whole-child wellness and leadership qualities, among Hispanic students. Create leadership roles and communicate high expectations.
c) Culturally Responsive Practices & Differentiation Strategies – Utilize culturally responsive practices and differentiation strategies in designing and facilitating learning experiences and interactions for Hispanic students.
d) Early Intervention and Supports for High-Need Hispanic Students – Monitor the progress of Hispanic students and provide timely identification of high-need Hispanic students and proper placement in research-based intervention programs (e.g., SIIPS, academic vocabulary).

To expand the staff capacity in promoting the success of all Hispanic students, professional development on research-based academic strategies (e.g., differentiation and project-based learning) and culturally responsive, whole-child practices will be provided through districtwide and site-based training, and weekly Professional Learning Community (PLC). Additionally, the District will continue to promote the engagement of Hispanic parents, with the support of site-based bilingual home-school liaisons, district- and site-level parent participation opportunities, and extensive parent education programs.

To ensure optimal coordination among various educational partners in support of the success of the high-need student groups, the District will strengthen the Student Success Team (SST) process in identifying student needs, providing targeted interventions, coordinating intervention and support services by different staff members, monitoring progress, and making programmatic changes when necessary. The SST process will incorporate Beyond SST, a digital progress monitoring platform that is accessible to all educational partners (e.g., classroom teachers, intervention teachers, principals) who will utilize this shared platform to input and review progress data during the SST process, including but not limited to academic remediation, behavioral challenges, and mental health status of students.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) ACTIONS

Two actions in Goal 3 will continue to be funded by the Learning Recovery Emergency Block Grant (LREBG) as the District has unexpended LREBG funding in the 2026-27 school year. Both actions are aligned with the allowable use of LREBG funds for evidence-based pupil supports, such as the provision of health and mental health services, pursuant to EC Section 32526(c)(2)(A-F) and they are designed to address the areas of need identified in the district’s needs assessment, as specified below.

Goal 3 Action 4 – Mental Health & Social-Emotional Supports
In alignment with the allowable use for integrated pupil supports, LREBG will be used to retain additional Mental Health and Social-Emotional Supports staff, including Counselors, Behavior Specialist, Behavior Intervention Assistants, and Psychologists, to provide regularly-scheduled lessons on social-emotional learning, timely one-on-one or small group counseling services, assessment and guidance on support services for students with behavioral, mental and social-emotional needs.
Studies have shown long-term negative impacts of the pandemic and the increasingly challenging social environment on students’ mental and social-emotional health, particularly among foster students, English learners, and socio-economically disadvantaged students. Additionally, as part of the local needs assessment, input from educational partners, including parents and staff, overwhelmingly affirmed the critical importance of early intervention and supports to address the growing challenge of students with mental and social-emotional needs. The provision of additional Mental Health and Social-Emotional Supports staff will increase the early intervention and supports services for these student groups in addressing their mental and social-emotional challenges.

Goal 3 Action 5 – Health & Safety Supports

In alignment with the allowable use for integrated pupil supports, LREBG will be used to retain additional Health staff, including Nurse and Health Service Assistants, to provide onsite healthcare services for students, especially foster students, English learners, and socio-economically disadvantaged students, to promote their physical health. Studies have shown that physical health is critical to student attendance and productive learning, particularly for low-income and foster students who often face less desirable home environment and less access to health knowledge, resulting in greater health care needs. The provision of additional Nurse and Health Service Assistants will increase the access to healthcare services for these student groups to improve their physical wellbeing in support of student attendance and productive learning.

LCAP ACTIONS (& LREBG ACTIONS) HIGHLIGHTS

The District's 2026-2027 LCAP includes six goals, each of which has specific actions that support the goal attainment.

GOAL 1: Develop 21st Century Competencies of All Students across All Disciplines by promoting rigorous and engaging standards-aligned learning experiences that develop future-ready leaders.
Actions 1 & 2: 21st Century Learning
Action 3: Science, Technology, Engineering, & Mathematics (STEM)
Action 4: Visual and Performing Arts
Action 5: Physical Education
Action 6: Dual Language Plus Program
Action 7: Class Size Reduction
Action 8: Sufficiency of Textbooks and Materials

GOAL 2: Ensure Educational Excellence of All Student Groups by providing equitable access to rigorous and relevant learning opportunities and targeted supports that address the diverse academic, language, and learning needsAction 1: Multi-Tiered System of Supports (MTSS Academic Services): Program Coordination & Monitoring
Action 2: MTSS: During School Academic Intervention (Certificated Services)
Action 3: MTSS: During School Academic Intervention (Classified Services)
Action 4: MTSS: Extended School Year Intervention
Action 5: English Learners & Long-Term English Learners Supports
Action 6: Socioeconomically Disadvantaged Students Supports
Action 7: Foster Students Supports
Action 8: Homeless Students Supports
Action 9: Students with Disabilities Supports
Action 10: Hispanic Students Supports
Action 11: Advanced Students Supports

GOAL 3: Nurture Leadership & Whole Child Development of All Students by providing leadership opportunities and whole-child wellness supports in a safe and asset-rich environment.
Action 1: Multi-Tiered System of Supports (MSS Whole-Child Services): Program Coordination & Monitoring
Action 2: MTSS Whole Child Supports: Program Support
Action 3: Student Engagement and Leadership Development
Action 4: Mental Health and Social-Emotional Health Supports
(Learning Recovery Emergency Block Grant will be used to fund additional mental health and social-emotional supports staff, including counselors, behavior specialist, behavioral intervention assistants, and psychologists to provide regularly-scheduled lessons on social-emotional learning, timely one-on-one or small group counseling services, assessment and guidance on support services for students with behavioral, mental and social-emotional needs.)
Action 5: Health & Safety Supports
(Learning Recovery Emergency Block Grant will be used to fund additional health staff, including Nurses and Health Service Assistants, to provide onsite healthcare services for students, especially the high-need students to promote their physical health.)

GOAL 4: Promote Quality Staff by recruiting, retaining, developing, and supporting high-quality staff to ensure effective programs and services and success for all students.
Action 1: Fully Credentialed and Appropriately Assigned Teachers
Action 2: Beginning Teachers Supports
Action 3: Certificated Staff Professional Development

Action 4: Classified Staff Professional Development
Action 5: Student Engagement & Leadership Development Programs Professional Development
Action 6: Dual Language Plus Program Professional Development

GOAL 5: Foster Impactful Parent and Community Engagement by providing frequent, meaningful opportunities for parent/family participation, communication, education, and partnership in support of students' academic achievement and whole-child development.
Action 1: Parent Engagement & Participation
Action 2: Parent Communication
Action 3: Parent Education
Action 4: Parent Support Staff

GOAL 6: Maintain a Robust, Coherent Accountability and Support System
Action 1: Responsive, Clearly Articulated & Coordinated Accountability and Support System
Action 2: Equitable & Adequate Support Services

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard data, the Garvey School District is eligible for Differentiated Assistance in the following area: "Long-term English Learners (LTELs)" student group for the "Suspension Rate" and "Chronic Absenteeism" indicators.
During the 2025-26 school year, the District received ongoing technical assistance, support, and training from the Los Angeles County Office of Education (LACOE) to build internal capacity in developing and implementing improvement strategies. The LACOE team held two meetings with the District Superintendent and Cabinet to review data, analyze needs, examine underlying causes, identify priorities, and share resources. The Superintendent, Cabinet, district program administrators, and all school principals participated in a three-day Differentiated Assistance Convening Conference (sponsored by LACOE) in February 2026 where the district staff had the opportunity to deepen their understanding on evidence-based practices for different student groups, identify high-leverage resources, develop action plans, and extend networking capacities. Additionally, district program administrators and school principals participated in a series of training sessions focusing on specific student groups. The insights gained from the DA process were incorporated into the School Plans for Student Achievement (SPSAs) and the District's Local Control and Accountability Plan (LCAP). Specifically, to address the needs of the "Long-term English Learners" in the areas of "Suspension Rate" and "Chronic Absenteeism," the District has strengthened the implementation of the following LCAP actions:

Goal 2, Action 4: English Learner & Long-Term English Learners Supports
Progress Monitoring:
To strengthen the progress monitoring of the English Learners, particularly the Long-Term English Learners, principals and teachers were provided with longitudinal data (including the academic, attendance, and discipline areas) for each EL/LTEL and high-need ELs/LTELs were identified based on the level of progress made over time. Teachers and principals used the longitudinal data to identify the needs of individual ELs/LTELs, examine the underlying causes, and implement individualized interventions and supports.
Research-Based Strategies and Quality Daily Designated and Integrated ELD Instruction:
Schools used the weekly professional learning community (PLC) collaboration sessions and staff meetings to showcase research-based strategies (e.g., GLAD, culturally responsive practices) and implemented these best practices to enhance the quality of the daily designated and integrated ELD instruction.

Goal 3, Action 3: Student Engagement & Leadership Development
A variety of during school and extended-day high interest student-centered programs were provided to students, with the focus on the identified high-need ELs/LTELs, to foster their school engagement, ownership of learning, and school connectedness.

Goal 3, Action 4: Mental Health & Social-Emotional Supports
High-priority students with behavioral, mental and/or social-emotional needs were provided with individualized, coordinated interventions and supports through the Student

Success Team process from a team of support staff, including the counselors, behavior specialists, behavior intervention assistants, and contracted social workers.

Goal 4, Actions 3 & 4: Professional Development
Professional development for both certificated and classified staff continued to focus on the whole-child development of high-need students (e.g., culturally responsive practices, student engagement, and leadership development)

District/school staff will continue to participate in the training opportunities and access the resources provided by LACOE to enhance the implementation of these identified actions and improve the effectiveness in meeting the needs of the Long-Term English Learners.

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.

Nor Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
District English Learner Advisory Committee (serving as Parent Advisory Committee)	The District highly values parents as partners in education and is committed to promoting their engagement in the development to the LCAP to achieve the District vision. In the 2025-26 school year, two parent focus group meetings, titled “SOUP with the Superintendent,” were held by the Superintendent to meet with parent representatives from each school to assess the district’s implementation level of the “twelve practices” on the CDE Parent Involvement & Family Engagement Self-Reflection Tool. Additionally, two consultation meetings were held on April2 and May 28, 2026 for the District English Learner Advisory Committee (serving as the District’s LCAP Parent Advisory Committee). The Superintendent presented the LCAP draft to the Committee and parent input was solicited. Immediate responses were provided by the Superintendent to all comments/questions (which was recorded in the meeting minutes) and there were no comments from the Committee that required a follow-up written response. To ensure meaningful engagement of parents and community members from linguistically diverse background, interpretations were provided the meeting.
Certificated Teachers & Other School Personnel (Certificated Bargaining Unit)	The District is committed to promoting the engagement of certificated staff (including teachers and other school personnel) in the development to the LCAP to achieve the District vision. Throughout the 2025-26 school year, monthly meetings were held between the Superintendent and the leaders of the certificated bargaining unit to ensure ongoing communication regarding the implementation and effectiveness of district programs and services related to the District LCAP goals/actions. In addition, representatives of the certificated bargaining unit (including teachers and other school personnel) served on the LCAP Advisory Committee (which met on May 5, 2026) to provide input on the goals, actions and budget of the 2026-2027 LCAP.
Classified Personnel (Classified Bargaining Unit)	The District is committed to promoting the engagement of classified staff in the development to the LCAP to achieve the District vision. Throughout the 2025-26 school year, regularly-held meetings were held between the Superintendent and the leaders of the classified bargaining unit to ensure ongoing communication regarding the implementation and effectiveness of district programs and services related to the District LCAP goals. In addition, representatives of the classified bargaining unit served on the LCAP Advisory Committee (which met on May 5, 2026) to provide input on the goals, actions and budget of the 2026-2027 LCAP.
Students	The District recognizes the critical importance of capturing student voice in the development of the LCAP to ensure the relevancy and effectiveness of the actions and services in meeting their needs. On April 3, 2026, four student focus group interviews were facilitated by the Superintendent: two sessions with the elementary student representatives and two with the intermediate representatives. The students, including representatives from high-need groups, were engaged in a discussion with the Superintendent regarding the actions and services pertinent to the LCAP goals. Students provided feedback on what actions/services were effective and what changes or new actions would be necessary to achieve the goals.
Administrators (Principals & District Administrators)	The District recognizes the expert knowledge and leadership of the principals and district administrators in achieving the District and school vision. Throughout the 2025-26 school year, as part of the weekly meeting agenda, principals and District administrators engaged in ongoing data-driven inquiries that included data analysis, needs assessment, program evaluation, and program modification. Specifically, in April and May 2026, administrators participated in the data collection and analysis for the local indicators and the development of the new LCAP.
SELPA	The District values the guidance and support from the SELPA director and leadership team in the area of special education. Throughout the 2025-26 school year, the Superintendent participated in the monthly SELPA meetings that provided resources and guidance in developing the actions/services for the students with disabilities.
Community	The District acknowledges the need for community partnerships to achieve the District vision.

	Throughout the 2025-26 school year, parents and community members were provided with ongoing opportunities to share their feedback and/or questions (in their home languages) regarding the LCAP by accessing the LCAP Online Survey link posted on the District website.
Board of Education	On June 18, 2026 a presentation on LCAP was made at the board meeting and a public hearing was held to provide an opportunity for public comments. The LCAP (f2026-2027) was subsequently approved by the Board on June 25, 2026.

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

Input from educational partners gathered through the LCAP consultation and progress monitoring process affirmed the Districts' overarching goals and actions as specified in the LCAP. Specific feedback continues to serve as guideposts in refining the 2026-2027 LCAP. Some examples, by LCAP goals, include:

GOAL 1: Develop 21st Century Competencies of All Students across All Disciplines by promoting rigorous and engaging standards-aligned learning experiences that develop future-ready leaders.
Action 1: 21st Century Learning: Program Coordination & Monitoring: Conduct more frequent classroom walkthrough and school visits (including inter-school visits) to monitor and support the quality implementation of the district-developed 21st Century learning progress indicators. Strengthen the use of the data from the district benchmark assessments to guide lesson planning, including differentiation, intervention grouping, focus, and pacing. (Input from Certificated Staff and Administrators)
Action 2: 21st Century Learning Resources: Continue to expand opportunities and resources for students to participate in during school and extended-day engaging academic and enrichment programs that promote 21st century competencies both within and outside the district (e.g., group projects, History Day, Science Olympiad, and Math Field Day). (Input from Students, Parents, Certificated Staff, and Administrators)
Action 3: Science, Technology, Engineering & Mathematics (STEM): Expand the STEM program with district resources, employ cutting edge technology, and optimize the use of Maker Space. (Input from Students, Parents, Certificated Staff and Administrators)
Action 4: Visual and Performing Arts (VAPA) (Goal1, Action 4): Continue to enhance the district VAPA program and commit resources to its continual growth. (Input from Students, Parents, Certificated Staff and Administrators)
Action 5: Dual Language Plus Program: Continue to enhance the Dual Language Plus program, with district resources and partnerships with educational institutions, to achieve the program goals of biliteracy and multicultural proficiency. (Input from Parents and Administrators) Continue to improve the "Plus" component (cultural arts education taught in a third language) of the Dual Language Plus Program by refining the curriculum and providing ongoing professional development. (Input from Certificated Staff and Administrators)
Action 6: Physical Education: Engage students in more structured PE activities and provide more PE equipment for elementary schools (Input from Students). Provide elementary teachers with training on the PE curriculum. (Input from Administrators)
Action 7: Class Size Reduction: Continue to maintain lower class sizes to provide differentiation and increase individual assistance to students. (Input from Students, Parents and Certificated Staff)
Action 8: Sufficiency of Textbooks and Materials: Continue to provide sufficient textbooks and instructional materials for student use at school and at home. (Input from Certificated Staff and Parents)

GOAL 2: Ensure Educational Excellence of All Student Subgroups by providing equitable access to rigorous and relevant learning opportunities and targeted supports that address the diverse academic, language, and learning needs.
Action 1: MTSS Academic Services: Program Coordination & Monitoring: Continue to enhance the coordination of resources and services to clearly define, consistently implement, and regularly monitor the district- and school-level multi-tiered system of supports for academic services. (Input from Administrators)
Action 2: MTSS: During School Academic Intervention (Certificated Services): Examine approaches/strategies to provide during school intervention programs with classroom teachers and support staff within the self-contained setting and/or through team teaching by grade level/span. Continue to refine the use of research-based resources, strategic student identification and grouping, and progress monitoring. (Input from Students, Certificated Staff and Administrators)
Action 3: MTSS: During School Academic Intervention (Classified Services): Continue to provide instructional assistants to support struggling learners in one-on-one or small group settings (Input from Parents) Provide more support staff for teachers. (Input from Students and Certificated Staff)
Action 4: MTSS: Extended-Year Academic Intervention: Continue to provide summer academic intervention programs for high needs students. (Input from Parents)
Action 5: English Learners & Long-Term English Learners Supports:
Enhance the consistency and quality of daily designated English Language Development (ELD) instruction that targets the diverse language needs of English Learners. Identify and implement research-based Integrated ELD instruction and EL intervention program and strategies (e.g., GLAD, Write from the Beyond and Beyond, and culturally

responsive practices) to provide English Learners with access to the core. d (Input from Students, Parents and Administrators)
Expand the support of bilingual instructional assistants to provide one-on-one or small group learning supports for English learners. (Input from Parents, Certificated and Classified Staff)
Optimize fiscal and staffing resources by using student assessment assistants (instead of certificated resource teachers) to administer ongoing student assessments and provide instructional support to struggling English Learners and Long-Term English Learners. (Input from Administrators)
Strengthen the progress monitoring of struggling English Learners and Long-Term English Learners by generating/providing student-level longitudinal data to help teachers and principals to identify student needs, examine underlying causes, and design/implement individualized interventions and supports. (Input from Administrators)
Action 6: Socioeconomically-Disadvantaged Student Supports: Continue to expand extended-day afterschool programs with homework support and enrichment activities. (Input from Students, Parents and Administrators)
Action 7: Foster Students Supports: Continue to provide differentiated, integrated services to address the physical, learning, and mental health needs of foster students. (Input from Parents and Administrators)
Action 8: Homeless Students Supports: Continue to commit resources and build community partnerships to provide integrated services to address the increasingly challenging physical, learning, and mental health needs of the growing number of homeless students. (Input from Administrators)
Action 9: Students with Disabilities:
Maximize access to standards-aligned core instruction for students with disabilities, with the focus on: academic rigor, use of inclusion practices, extensive training, collaboration between general and special education staff in developing and implementing IEPs. (Input from Parents, Certificated Staff and Administrators)
Increase staffing resources and support services to address the increase in high-intensity needs and the growing number of students with Disabilities. (Input from Certificated and Classified Staff, and Administrators)
Action 10: Hispanic Students Supports: Implement multi-tiered system of supports, including the use of culturally responsive practices and early intervention and supports through the Student Success Team (SST) process for high-need Hispanic students. (Input from Certificated Staff and Administrators)
Action 11: Advanced Students Supports: Continue to expand enrichment programs (e.g., STEAM) that challenge high-performing learners to develop their full potential. (Input from Students and Parents)

GOAL 3: Nurture Leadership and Whole Child Development of All Students by providing leadership opportunities and whole-child wellness supports in a safe and asset-rich environment.
Actions 1 & 2: MTSS Whole-Child Services: Program Coordination, Monitoring & Support: Continue to enhance the coordination of resources and services to clearly define, consistently implement, and regularly monitor the district- and school-level multi-tiered system of supports for whole-child services. (input from Students, Parents, and Staff)
Action 3: Student Engagement & Leadership Development:
Provide more high-interest, engaging and relevant school activities. (Input from Students)
Provide incentives and awards for positive performance and behavior to promote student motivation. (Input from Students)
Continue to enhance the student engagement programs for high-need students, including timely student identification with the use of attendance records, high-interest school activities, targeted student and family engagement programs, and training for all certificated and classified staff on positive school culture. (Input from Parents, Certificated Staff and Administrators)
Provide more opportunities for all students to take leadership roles in organizing and facilitating school activities, such as School Ambassadors program, fund-raisers, community projects, and contests. (Input from Students)
Commit targeted resources and activities to promote leadership and positive behavior development of high-need students. (Input from Administrators)
Action 4: Mental Health & Social-Emotional Supports:
Continue to enhance programs and services, provided through a team of support staff, including the counselors, behavior specialists, behavior intervention assistants, and contracted social workers, to offer individualized, coordinated mental health and social-emotional supports for all students, particularly high-need students, including quality implementation of the district-adopted social-emotional learning (SEL) program, anti-bullying program, counseling services, family supports, and community resources. (Input from Students, Parents, Certificated Staff, and Administrators).
Continue to fund behavior Intervention assistants to provide support for students with behavioral challenges. (Input from Certificated & Classified Staff, and Administrators)
Action 5: Health & Safety Supports – Continue to provide health and safety supports staff to ensure the physical health and safety of students. (Input from Students, Parents, Classified Staff and Administrators)

GOAL 4: Promote Quality Staff by recruiting, retaining, developing, and supporting high-quality staff to ensure effective programs and services and success for all students.
Action 1: Fully Credentialed and Appropriately Assigned Teachers: Provide competitive compensation to recruit and retain quality credentialed teachers. (Input from Certificated Staff)
Action 2: Beginning Teachers Supports: Provide support for beginning teachers with training and coaching support to complete the credential requirements and enhance their effectiveness. (Input from Certificated Staff and Administrators)

Actions 3 & 4: Certificated & Classified Staff Professional Development: Continue to provide professional development to build staff capacity in serving the high needs students, including English learners, students with disabilities, and Hispanic students, in the identified areas of academic, behavioral, and social-emotional needs (Input from Certificated & Classified Staff and Administrators)
Action 5: Student Engagement & Leadership Development Programs Professional Development: Continue to provide professional development on whole-child development, including student engagement, leadership development, and Positive Behavioral Interventions and Supports (PBIS), with a focus on strategies to engage high needs students. (Input from Students, Certificated & Classified Staff and Administrators)
Action 6: Dual Language Plus Program Professional Development: Continue to support ongoing professional development to enhance the quality of the dual language plus program through regularly-held Professional Learning Community (PLC) collaboration and outside conferences. (Input from Certificated Staff and Administrators) Provide professional development on the “Plus” component (cultural arts education taught in a third language) (Input from Certificated Staff and Administrators)

GOAL 5: Foster Impactful Parent and Community Engagement by providing frequent, meaningful opportunities for parent/family participation, communication, education, and partnership in support of students’ academic achievement and whole-child development.
Action 1: Parent Engagement & Participation:
Continue to provide bilingual parent support staff and resources to conduct parent outreach and to strengthen home-school partnership. (Input from Parents)
Continue to promote parent engagement and participation by providing training for all staff (including office staff and teachers) in building a welcoming school culture. (Input from Parents and Administrators)
Develop and implement focus parent engagement programs for parents with high-priority students. (Input from Administrators)
Action 2: Parent Communication: Provide timely notification on district/school events. Continue to use multiple forms of communication (e.g., ParentSquare, ClassDojo, newsletters, website postings, text messages, voice messages) and ongoing parent information meetings (with the Superintendent and principals), with the support of interpretations/translations, to provide all parents with timely updates and seek their input in decision making. (Input from Parents)
Action 3: Parent Education: Provide ongoing district- and site-level training (e.g., Saturday Community Resources Fair and Parent Symposium) with childcare services. Post the training materials/videos on the District/school website to increase access for working and unavailable parents. Topics may include: academic supports at home, mental and social-emotional supports, self-care practices, anti-bullying, and technology use. (Input from Parents, Certificated & Classified Staff, and Administrators)
Action 4: Parent Support Staff: Continue to provide bilingual district- and school-level parent support staff to serve as home-school liaisons to promote home-school partnership. (Input from Parents, Certificated & Classified Staff, and Administrators)

GOAL 6: Maintain a Robust, Coherent Accountability and Support System
Action 1: Responsive, Clearly Articulated & Coordinated Accountability and Support System: Continue to build a robust, cohesive accountability and support system by having a collective commitment in the following areas: responsiveness to modify roles and responsibilities to meet the changing needs of students and families, clear articulation of roles and responsibilities of all positions, and consistent understanding of how services are coordinated among staff. (Input from Certificated & Classified Staff and Administrators)
Action 2: Equitable & Adequate Support Services: Continue to optimize the use of available funding sources and identity new funding sources to provide equitable and adequate resources for direct and timely support services. (Input from Administrators)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop 21st Century Competencies of All Students across All Disciplines by promoting rigorous and engaging standards-aligned learning experiences that develop future-ready leaders.	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

The District has developed three goals on STUDENT OUTCOMES.
This is the first Student Outcome Goal that focuses on the District's vision and commitment to developing academic and cognitive competencies of all students that are critical to their personal, educational, and professional success in the 21st century.

This goal is developed based on the longitudinal student academic data (from the California School Dashboard and the District benchmark assessments) that indicate the achievement and learning gaps for over 40% of the District students not meeting the state standards in English language arts, math and science.

Additionally, educational partners, including staff, parents, and community partners have identified the critical need for developing 21st century and global competencies of all students to ensure their personal, educational, and professional success.

We are continuing this goal to sustain and enhance the impact of the planned actions on student outcomes based on the progress made, as evidenced by the support from educational partners and the 2024 Dashboard and 2024-25 local student outcome data.

Measuring and Reporting Results

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

1	CAASPP ELA CA School Dashboard Academic Indicator: SBAC (ELA): Distance from Standard (DFS) or Performance Level	(2023) All Students: +11.8 DFS (Performance Level: Green) English Learners: -17 DFS Long-Term English Learners: -73.7 DFS (California Dashboard 2024) Socio-economically Disadvantaged: +2.4 DFS Hispanic: -44.1 DFS Students with Disabilities: -103.6 DFS	(2024) All Students: +9.4 DFS (Performance Level: Yellow) English Learners: -21 DFS Long-Term English Learners: N/A Socio-economically Disadvantaged: +2.7 DFS Hispanic: -44.9 DFS Students with Disabilities: -113.2 DFS	(2025) All Students: +7 DFS (Performance Level: Yellow) English Learners: -18.9 DFS Long-Term English Learners: -62.4 DFS Socio-economically Disadvantaged: -1.3 DFS Hispanic: -39.2 DFS Students with Disabilities: -96.6 DFS	All Students: At/above +14.8 DFS (or Performance Level at Green/Blue) Student Groups: At/above the specified DFS or More Increase/Less Decrease than “All Students” English Learners: -11 DFS Long-Term English Learners: -71.7 DFS Socio-economically Disadvantaged: +8.4 DFS Hispanic: -38.1 DFS Students with Disabilities: -97.6 DFS	All Students: -4.8 DFS (Performance Level: Yellow vs. Green) English Learners: -1.9 DFS Long-Term English Learners: +11.3 DFS Socio-economically Disadvantaged: -3.7 DFS Hispanic: +4.9 DFS Students with Disabilities: +7 DFS

2	CAASPP Math CA School Dashboard Academic Indicator: SBAC (Mathematics): Distance from Standard (DFS) or Performance Level	(2023) All Students: +7.6 DFS (Performance Level: Green) English Learners: -10.1 DFS Long-Term English Learners: -118.1 DFS (California Dashboard 2024) Socio-economically Disadvantaged: -2.3 DFS Hispanic: -72.6 DFS Students with Disabilities: -117.5 DFS	(2024) All Students: +4.6 DFS (Performance Level: Green) English Learners; -14.6 DFS Long-Term English Learners: N/A Socio-economically Disadvantaged: -2.0 DFS Hispanic: -69.6 DFS Students with Disabilities: -119.6 DFS	(2025) All Students: +4.1 DFS (Performance Level: Green) English Learners: -9.9 DFS Long-Term English Learners: -103.1 DFS Socio-economically Disadvantaged: -3.6 DFS Hispanic: -72.2 DFS Students with Disabilities: -102.4 DFS	All Students: At/above +10.6 DFS (or Performance Level at Green/Blue) Student Groups: At/above the specified DFS or More Increase/Less Decrease than “All Students” English Learners: -4.1 DFS Long-Term English Learners: -116.1 DFS Socio-economically Disadvantaged: +4.3 DFS Hispanic: -66.6 DFS Students with Disabilities: -111.5 DFS	All Students: -3.5 DFS (Performance Level: No Change) English Learners: +0.2 DFS Long-Term English Learners: +15 DFS Socio-economically Disadvantaged: -1.3 DFS Hispanic: +0.4 DFS Students with Disabilities: +15.1 DFS
3	Implementation of State Standards: Level of Implementation (on a 5-Level Scale) (CA Dashboard Local Indicator: Local Survey)	(2023-2024) Level 3.3 (on a 5-Level Scale)	(2024-2025) Level 3.4 (on a 5-Level Scale)	(2025-2026) Level 3.5 (on a 5-Level Scale)	Level 3.6 (on a 5-Level Scale)	+0.2 Increase

4	Access to Standards-Aligned Instructional Materials: % (CA Dashboard Local Indicator: Local Survey)	(2023-2024) 100%	(2024-2025) 100%	(2025-2026) 100%	100%	No Difference
5	District-developed 21st Century Learning Progress Indicators: Progress: % Increase (Beginning of Year vs. End of Year)	(2023-2024) Progress: 18% Increase (Beginning of Year vs. End of Year)	(2024-2025) Progress: 18.5% Increase (Beginning of Year vs. End of Year)	(2025-2026) Progress: 21% Increase (Beginning of Year vs. End of Year)	Progress: At/above 10% Increase (Beginning of Year vs. End of Year)	+3% Increase
6	CAASSP Science CA School Dashboard Academic Indicator: CAST – % Met/Exceeded Standards	(2023) REVISED All Students: 32.66% English Learners: 2.32% Long-Term English Learners: 1.22% Socio-economically Disadvantaged: 19.32% Foster Students: 8.77% Hispanic: 18.88% Students with Disabilities: 8.7%	(2024) REVISED ALL Students: 30.7% English Learners: 2.36% Long-Term English Learners: 1.0% Socio-economically Disadvantaged: 20.73% Foster Students: 9.62% Hispanic: 19.58% Students with Disabilities: 9.0%	(2025) REVISED All Students: 32.66% English Learners: 2.81% Long-Term English Learners: 1.75% Socio-economically Disadvantaged: 22.34% Foster Students: 9.92% Hispanic: 21.84% Students with Disabilities: 9.89%	(2026) REVISED All Students: 33.66% English Learners: 3.32% Long-Term English Learners: 2.22% Socio-economically Disadvantaged: 20.32% Foster Students: 9.77% Hispanic: 19.88% Students with Disabilities: 9.7%	All Students: No Difference English Learners: +0.49% Long-Term English Learners: +0.53% Socio-economically Disadvantaged: +3.03% Foster Students: +1.15% Hispanic: +2.96% Students with Disabilities: +1.19%

Goal Analysis for 2025-2026

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

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

Actions and services for Goal 1 were fully implemented as planned.
Action 1: 21st Century Learning Program Coordination & Monitoring – To ensure continuous improvement in promoting success for all students, instructional administrators, including principals, continued to conduct school visits and classroom observations with the use of the district-developed 21st Century Learning Progress Indicators, to assess school-level areas of progress and need. The district benchmark assessments were administered and examined on a trimester basis to provide student-level data to identify student needs and inform instructional practices.
Action 2: 21st Century Learning Resources – Instructional staff utilized research-based resources, strategies, and programs that supported the development of 21st century competencies of all students, with the focus on unduplicated student groups. These resources and programs included Project-based Learning (PBL), community projects, and academic competitions such as History Day, Science Olympiad, and Math Field Day.
Action 3: Science, Technology, Engineering, & Mathematics (STEM) – A district-developed elementary STEM program (annually refined with updated technology) successfully expanded from two to five schools in 2025-26, with the coaching support and training provided by STEM teacher and classified leaders. Cutting-edge components, such as Drone Soccer, had a successful pilot at one school. Resources and tools (e.g., interactive boards) that promoted effective technology integration and individualized learning/assessments were used; technology infrastructure was enhanced; instructional staff were provided with ongoing onsite coaching support from school-based technology technicians. FOSS, the District's adopted NGSS program, was implemented; however, there was a need for ongoing professional development and vertical articulation to ensure quality implementation.
Action 4: Visual and Performing Arts (VAPA) – Credentialed VAPA teachers (including music, visual arts, and drama) provided quality VAPA instruction to all students (weekly for TK-6, and daily for Grades 7-8), based on State VAPA standards, and using research-based resources and strategies, including interdisciplinary integration and inclusive practices, to ensure all students, especially high-need students, had access to quality VAPA learning.
Action 5: Dual Language Plus Program – The Dual Language Plus Program had a successful expansion in 2025-26. Through the partnership with the County Office of Education, three Dual Language Plus classes were provided in two schools. With the support of an Institution of Higher Education, foreign language classes were offered at the intermediate school as a dual enrollment/early college program for Dual Language Plus program students. Bilingual instructional staff continued to provide cultural and arts enrichment instruction in a third language (i.e., Chinese for the Spanish/English DL Plus program students and Spanish for the Chinese/English DL Plus program students) as the "plus" component of the Dual Language Plus program to promote multicultural proficiency. There was a need for continuous professional development and collaboration opportunities to enhance quality teaching and learning experience.
Action 6: Physical Education – Instructional staff utilized standards-based PE equipment and supplies to promote physical health of all students, especially the unduplicated students. While the intermediate school program was exemplary with the support of credentialed PE teachers and the newly expanded Physical Fitness Room, there was a need for ongoing professional development and support for the multiple-subject credentialed teachers at the elementary level.
Action 7: Class Size Reduction – Additional credentialed teachers were funded to maintain a smaller class size for all grade levels in order to increase one-on-one interaction and academic support for students with learning and/or behavioral and social-emotional challenges.
Action 8: Sufficiency of Materials – Standards-aligned textbooks and instructional materials were provided to all students in all subject areas for use at school and at home to ensure equal access to quality instructional resources 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.

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 1 actions.

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

Action 1: 21st Century Learning Program Coordination & Monitoring – This action was partially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased by 1%; 2) 2025 Dashboard Data: Math performance for all students maintained the "Green" level but ELA performance for all students decreased by 2.4 DFS; and 3) Local Indicator (Implementation of State Standards): The 2025-26 local indicator on the implementation level of state standards, collected through a 5-level staff survey, maintained the same level as the previous year at 3.5; 4) District-developed 21st Century Learning Progress Indicators (Annual Progress): Based on the comparison of the principals' "Beginning of Year" and "End of Year" classroom observation data, there was an 20% increase in the 21st century learning progress indicators. The data, collectively, suggested some improvement over the school year in increasing academic rigor and rebuilding quality 21st Century learning.:

Action 2: 21st Century Learning Resources – This action was partially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: "English Learners" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Long-term English Learners" improved significantly in both ELA and Math (by 13% and 8% respectively); "Foster Students" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Socio-economically Disadvantaged Students" declined in ELA and Math (by 3% and 4% respectively). 2) 2025 Dashboard Data: "English Learners" showed improvement in both ELA and Math (by +2.1 DFS and +4.7 DFS respectively); "Long-Term English Learners" improved significantly in both ELA and Math (by +11.3 DFS and +15% DFS respectively); "Socio-economically Disadvantaged Students" declined in both ELA and Math (by -4 DFS and 1.6 DFS respectively). 3) Student and Staff Input: Feedback collected through focus group interviews and surveys indicated strong support for high-interest project-based learning activities.

Action 3: Science, Technology, Engineering, & Mathematics (STEM) – This action was partially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: "Long-Term English Learners" improved significantly in Math (by 8%); "English Learners" and "Foster Students" maintained the same level in Math proficiency. 2) 2025 Dashboard Data: CAST (Science) was at the "Green" performance level and "Socio-economically Disadvantaged" students improved (by 1.61% met/exceeded standards); Math proficiency for all students maintained at the "Green" performance level; "English Learners" improved (by +4.7 DFS); "Long-Term English Learners" improved significantly (by +15%). 3) STEM Participation: Participation in the elementary STEM program had increased in the number of teacher participants and participating schools (from two to five) in 2025-2026.

Action 4: Visual and Performing Arts (VAPA) – This action was substantially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 Attendance & Chronic Absenteeism Data: "Socio-economically Disadvantaged Students" improved attendance rate by 0.2% and decreased chronic absenteeism rate by 2.5%, "English Learners" improved attendance rate by 0.7% and decreased chronic absenteeism rate by 1.7%; and "Foster Students" significantly decreased chronic absenteeism rate by 9.6%. 2) Educational Partners Input: Feedback from all educational partners, including students, parents, and staff, continued to demonstrate strong support for the Visual and Performing Arts program and the impact on students' whole child development.

Action 5: Dual Language Plus Program – This action was substantially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: Dual Language program students had 65% meeting/exceeding standards in ELA and 68% in Math, 12% (in ELA) and 13% (in Math) higher than the non-Dual Language program students.
Disaggregated data showed that "English Learners" in the Dual Language program had higher percentages of meeting/exceeding standards in both ELA and Math, when compared to the "English Learners" in the Non-Dual Language program: 5% higher in ELA and 3% higher in Math. 2) Participation Level: Participation in the Dual Language Plus program continued to increase in 2025-26.

Action 6: Physical Education – This action was partially effective in making progress toward the goal, as demonstrated by: 1) Student Input: Findings from student focus groups

overwhelmingly confirmed students' interest in and need for more physical education activities as well as equipment and facility that support such experiences; 2) Staff Input: Through staff surveys on the implementation of PE standards, instructional staff affirmed the quality of PE instruction (especially at the intermediate level) but indicated the need for more training particularly for elementary teachers.

Action 7: Class Size Reduction – This action was substantially effective in making progress toward the goal, as demonstrated by 1) 2025-26 District Benchmark Data: "English Learners" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Long-term English Learners" improved significantly in both ELA and Math (by 13% and 8% respectively); "Foster Students" improved ELA proficiency (by 3%) and maintained the same level in Math. 2) 2025 Dashboard Data: "English Learners" showed improvement in both ELA and Math (by +2.1 DFS and +4.7 DFS respectively); "Long-Term English Learners" improved significantly in both ELA and Math (by +11.3 DFS and +15% DFS respectively). 3) Parent & Staff Input: Parent and staff input continued to indicate strong support for smaller class size to enable individualized instruction and supports, particularly for the struggling learners.

Action 8: Sufficiency of Materials – This action was partially effective, as demonstrated by: 1) 2025-26 District Benchmark Data: "English Learners" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Long-term English Learners" improved significantly in both ELA and Math (by 13% and 8% respectively); "Foster Students" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Socio-economically Disadvantaged Students" declined in ELA and Math (by 3% and 4% respectively). 2) 2025 Dashboard Data: "English Learners" showed improvement in both ELA and Math (by +2.1 DFS and +4.7 DFS respectively); "Long-Term English Learners" improved significantly in both ELA and Math (by +11.3 DFS and +15% DFS respectively); "Socio-economically Disadvantaged Students" declined in both ELA and Math (by -4 DFS and 1.6 DFS respectively). 3) District's survey data affirming the sufficiency of instructional materials for all students. 4) Provision of take-home technology and hotspots for students without such access at home to ensure equal access to quality learning resources 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.

In developing the 2026-27 LCAP to achieve the District vision and goals, a comprehensive needs assessment was conducted with input from the educational partners. The needs assessment included: examining the newly identified areas of need (based the state and district outcome data), evaluating the effectiveness of the actions, and reviewing all available fiscal resources. The findings provided guidance in the reprioritization and revisions to the actions, budgets, and target outcomes.

For Goal 1, the following changes will be made:
1) Goal 1 Description - Goal 1 description will be revised to enhance clarity and better communicate the intent of the goal.
2) Metric 1.6 (CAST) - The California Science Test (CAST) metric, including the "Baseline," "Year 1 Outcome," "Year 2 Outcome," and "Target for Year 3 Outcome," will be revised to use the percentage of students who met/exceeded the standards (instead of DFS) to ensure consistency in data comparison.
3) Action 2: 21st Century Learning Resources – Based on the input from students, staff, and parents, the District will slightly increase the budget for the resources and staffing support to expand the 21st Century learning programs/services, including the academic competitions and community projects.

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	21st Century Learning: Program Coordination & Monitoring	Instructional leaders, including district program administrators and principals, working in collaboration with teachers and other instructional staff, will provide coordination, support, and monitoring to enhance the quality of 21st Century learning for all students in all disciplines, through: 1) The use of the district-developed 21st Century Learning Progress Indicators, refined on an annual basis, as the districtwide standard/goal for quality 21st Century learning. 2) School visits and classroom observations conducted by district and school leaders at each school at least two times a year to measure progress and identify needs based on the District 21st Century Learning Progress Indicators. 3) The use of the district benchmark assessments, administered on a trimester basis, to provide student-level progress data to identify student needs and inform instructional practices. 4) The use of the data generated from the district benchmark assessments and school visits/classroom observations to develop the school plan actions in support of quality 21st Century learning for all students.	$4,482,524.00	No
2	21st Century Learning Programs & Resources	Instructional staff will utilize research-based resources, strategies, and programs that support the development of 21st century competencies of socio-economically disadvantaged students and English learners. These resources and programs will include: Project-based Learning (PBL), Math Field Day, History Day, Science Olympiad, community projects, and the Follet Destiny System digital resources.	$95,000.00	Yes
3	Science, Technology, Engineering, & Mathematics (STEM)	Instructional staff will utilize research-based resources, strategies, and programs that promote the development of STEM competencies of socio-economically disadvantaged students and English learners. These STEM resources, strategies, and programs will include: Next Generation Science Standards (NGSS) curricular program Computer Science programs Maker Space resources Technology Integration To support the STEM implementation, district resources will be committed, partnerships with educational Institutions will be established, technology infrastructure will be enhanced, and instructional staff will be provided with ongoing onsite coaching support from school-based technology technicians and STEM teacher leaders.	$613,714.00	Yes
4	Visual and Performing Arts (VAPA)	Credentialed VAPA teachers will provide students with quality VAPA instruction (weekly for TK6 and daily for Grades 7-8), based on the State VAPA standards, with the use of research-based resources and strategies, including interdisciplinary integration and inclusive practices, to ensure socio-economically disadvantaged students and English learners have access to quality VAPA learning.	$1,672,653.00	Yes
5	Dual Language Plus Programs	Dual language Plus programs, provided at three elementary schools with a focus on English learners, are specially designed to promote biliteracy (in English and a target language) as well as multicultural proficiency through an arts and cultural enrichment program (taught in a third language). Through the partnership with an Institution of Higher Education, foreign language classes will be offered at the intermediate school level to support the continued development of biliteracy skills of the Dual Language Plus program students.	$309,479.00	Yes
6	Physical Education	Instructional staff will utilize standards-aligned PE equipment and supplies to promote physical	$10,000.00	No

		health of all students, especially those with disadvantaged backgrounds.		
7	Class Size Reduction	Additional credentialed teachers will be funded to maintain a smaller class size for all grade levels in order to increase one-on-one interaction and support for socio-economically disadvantaged students and English learners with learning and/or behavioral and social-emotional challenges.	$7,285,238.00	Yes
8	Sufficiency of Textbooks and Materials	Standards-aligned textbooks and instructional materials will be provided to all students in all subject areas for use at school and at home to ensure equal access to quality instructional resources for all students.	$404,000.00	No

Goal

Goal #	Description	Type of Goal
2	Ensure Educational Excellence of All Student Groups by providing equitable access to rigorous and relevant learning opportunities and targeted supports that address the diverse academic, language, and learning needs.	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

The District has developed three goals on STUDENT OUTCOMES.
This is the second Student Outcome Goal that exemplifies the District's recognition of diversity among learners, including those with unique needs, and the District's commitment to providing differentiated resources to ensure the educational excellence of all student groups.

This goal is developed based on the longitudinal student academic data (from the California School Dashboard and the District benchmark assessments) that indicate the prevailing achievement and learning gaps for historically underserved student groups, including English learners, socio-economically disadvantaged students, foster students, students with disabilities, and Hispanic students.

District/school staff have identified the need for differentiated approaches and targeted intervention in serving the needs of the high priority student groups to ensure their educational success. Parents of students with diverse learning, language, and cultural backgrounds, have underscored the importance of differentiated programs to ensure that all students develop their full potential.

We are continuing this goal to sustain and enhance the impact of the planned actions on student outcomes based on the progress made, as evidenced by the support from educational partners and the 2024 Dashboard and 2024-25 local student outcome data.

Measuring and Reporting Results

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

1	District Benchmark Assessments (ELA): % Met/Exceeded Standards	(2023-2024) All Students: 55% English Learners: 31% Long-Term English Learners: 24% (2024-25 District Benchmark) Socio-economically Disadvantaged: 54% Hispanic: 39% Students with Disabilities: 21% Foster Youth: 33%	(2024-2025) All Students: 55% English Learners: 29% Long-Term English Learners: N/A Socio-economically Disadvantaged: 55% Hispanic:39% Students with Disabilities: 22% Foster: 33%	(2025-2026) All Students: 55% English Learners: 32% Long-Term English Learners: 37% Socio-economically Disadvantaged: 52% Hispanic:43% Students with Disabilities: 29% Foster: 36%	All Students: At/above 58% Student Groups: At/above the specified % or More Increase/Less Decrease than “All Students” English Learners: 37% Long-Term English Learners: 26% Socio-economically Disadvantaged: 57% Hispanic: 45% Students with Disabilities: 27% Foster Students: 39%	All Students: No Difference English Learners: +1% Long-Term English Learners: +13% Socio-economically Disadvantaged: -2% Hispanic: +4% Students with Disabilities: +8% Foster: +3%
2	District Benchmark Assessments (Mathematics): % Met/Exceeded Standards	(2023-2024) All Students: 57% English Learners: 40% Long-Term English Learners: 20% (2024025 District Benchmark) Socio-economically Disadvantaged: 56% Hispanic: 33% Students with Disabilities: 22% Foster Youth: 13%	(2024-2025) All Students: 58% English Learners: 42% Long-Term English Learners: N/A Socio-economically Disadvantaged: 57% Hispanic: 34% Students with Disabilities: 23% Foster: 33%	(2025-2026) All Students: 56% English Learners: 42% Long-Term English Learners: 28% Socio-economically Disadvantaged: 53% Hispanic: 33% Students with Disabilities: 24% Foster: 33%	All Students: At/above 60% Student Groups: At/above the specified % or More Increase/Less Decrease than “All Students” English Learners: 46% Long-Term English Learners: 22% Socio-economically Disadvantaged: 59% Hispanic: 39% Students with Disabilities: 28% Foster Students: 19%	All Students: -1% English Learners: +2% Long-Term English Learners: +8% Socio-economically Disadvantaged: -3% Hispanic: No Difference Students with Disabilities: +2% Foster: +20%

3	CA School Dashboard English Language Progress Indicator (ELPI): % of English Learners making progress as measured by ELPAC	(2023) District ELPI: 54.3% State ELPI: 48.7%	(2024) District ELPI: 48.5% State ELPI: 45.7%	(2025) District ELPI (All ELs): 45.6% State ELPI (All ELs): 46.4% District ELPI (LTELs): 69.6% State ELPI (LTELs): 49.1%	At/above 57.3% or at/above State %	District ELPI: -8.7% (0.8% lower than State ELPI)
4	English Learner Reclassification Rate: %	(2023-2024) Data Source: DataQuest District: 22.1% County: 19.4% Statewide: 15.8%	(2024-2025) Data Source: DataQuest District: 20.0% County: 19.1% Statewide: 15.7%	(2025-2026) Data Source: DataQuest District: 20.1% County: 19.3% Statewide: 15.7%	At/above County or Statewide Rates	District: -2.0% (0.8% higher than County Rate and 4.4% higher than Statewide Rate)

Goal Analysis for 2025-2026

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

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

Actions and services for Goal 2 were substantially implemented as planned.
Action 1: MTSS Academic Services Program Coordination & Monitoring – The program administrator of Learning Supports provided guidance and monitoring for the design and delivery of MTSS academic services for high-need student groups, including English learner, socio-economically disadvantaged and foster students, to ensure optimal coordination of the multiple tiers of services in meeting the learning needs of these students.
Action 2: MTSS During School Academic Intervention (Certificated Services) – The District provided a credentialed intervention teacher at the intermediate schools to offer during school small group intervention with the use of research-based programs (e.g., SIIPS, Academic Vocabulary Toolkit) for students with learning needs, with a focus on English learner, socio-economically disadvantaged and foster students.
Action 3: MSS During School Academic Intervention (Classified Services) – Federally-funded Instructional assistants provided during school academic intervention and support in one-on-one or small group settings, for students with learning needs, with a focus on English learner, socio-economically disadvantaged and foster students, in support of learning recovery and acceleration.
Action 4: MTSS Extended-Year Academic Intervention – Instructional staff, funded by state and federal resources, working in collaboration with extended-time learning opportunities program (ELOP) partners, provided extended-year academic intervention programs during the summer for students with learning needs, with a focus on English learner, socio-economically disadvantaged and foster students, in support of learning recovery and acceleration. Additionally, compared to previous years, the extended-year programs had expanded in the variety of program offerings serving an increasing number of students.
Action 5: English Learner Supports – English learners, including long-term English learners, were provided with daily designated and integrated ELD Instruction, research-based

strategies and programs, targeted intervention from two EL interventionists, support services from resource teachers, and language and academic support from bilingual instructional assistants, to promote their language and academic proficiency. The successful implementation of a new cohort of teacher participants in the GLAD (Guided Language Acquisition Design) training contributed greatly to increasing teachers' expertise in serving English Learners. Schools used the weekly professional learning community (PLC) collaboration sessions and staff meetings to showcase research-based strategies (e.g., GLAD, culturally responsive practices) and implemented these best practices to enhance the quality of the daily designated and integrated ELD instruction. To strengthen the progress monitoring of the English Learners, particularly the Long-Term English Learners, principals and teachers were provided with longitudinal data (including the academic, attendance, and discipline areas) for each EL/LTEL and high-need ELs/LTELs were identified based on the level of progress made over time. Teachers and principals used the longitudinal data to identify the needs of individual ELs/LTELs, examine the underlying causes, and implement individualized interventions and supports. Programs/services for the Long-Term English Learners (LTEL) remained a district priority and required continuous concerted efforts in professional development and coaching support for teachers.

Action 6: Socioeconomically Disadvantaged Students Supports – The District provided additional learning resources (e.g., computers, hotspots, school supplies) and access to the extended-day homework support and enrichment programs (through the Expanded Learning Opportunities Program) for all socio-economically disadvantaged students in support of their learning recovery and acceleration. The extended-day programs had expanded in the variety of programs serving an increasing number of students. There was a continuous need to enhance the academic rigor of the afterschool programs by strengthening the collaboration with the Expanded Learning Opportunities Program providers.

Action 7: Foster Students Supports – Coordinated by the District Foster Student Liaison, foster students, based on the identified individual needs, were provided with additional learning supplies and resources, daily check-ins by counselors, extended-day small group tutoring, transportation, and referral to community resources as necessary.

Action 8: Homeless Students Supports – Coordinated by the District Homeless Student Liaison, homeless students, based on the identified individual needs, were provided with additional learning supplies and resources, food and health items, extended-day homework support and intervention, mental and social-emotional support services, and referral to community services as necessary. The District was challenged with an increasing number of homeless students/families and a greater demand for support services.

Action 9: Students with Disabilities Supports – With the support of extensive professional development, special education teachers, working in collaboration with general education teachers and support service providers, utilized research-based resources and strategies to promote the engagement, academic achievement, and social-emotional wellness of students with disabilities. The District continued the implementation of the TK inclusion program. Additionally, based on the District's Comprehensive Coordinated Early Intervening Services (CCEIS) Plan, early comprehensive intervention services were implemented, with the support of Beyond SST (an online Student Success Team data system), to address the over-identification of Hispanic students for special education services. The prevailing challenges to program quality included: leadership changes, teacher turnover, and increasing intensity level of the needs of the students with disabilities.

Action 10: Hispanic Students Supports – Under the guidance of the District program administrators and principals, staff implemented the early intervention services, multi-tiered system of supports, and culturally responsive practices, as identified in the District's Comprehensive Coordinated Early Intervening Services (CCEIS) Plan to promote the engagement and academic achievement of Hispanic students and to address the over-identification of Hispanic students for special education services. There was a continuous need for timely intervention services and ongoing professional development on culturally responsive practices to promote the engagement and academic achievement of Hispanic students.

Action 11: Advanced Students Supports – The extended-time enrichment programs (e.g., STEAM Camp) were provided for high-performing students in summer 2025.

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 actions in Goal 2 indicate material differences between the budgeted expenditure and actual expenditure.
Action 4: MTSS: Extended-Year Academic Intervention – The estimated actual expenditures were higher than the budgeted expenditures as a result of an increase in the number of student participants in the summer programs, including the new sleepaway camp program accessible to all students.
Action 6: Socio-economically Disadvantaged Students Supports – The estimated actual expenditures were much higher than the budgeted expenditures as a result of an increase in the number of student participants in the afterschool programs and the increase in contract cost of the Expanded Learning Opportunities Program providers.
Action 8: Homeless Students Supports – The estimated actual expenditures were higher than the budgeted expenditures as a result of an increase in the number of homeless students and the need for support services, including transportation.

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

Action 1 (MTSS Academic Services Program Coordination & Monitoring) & Action 2 (MTSS During School Academic Intervention: Certificated Services) – These actions were partially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased (by 1%); "English Learners" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Long-term English Learners" improved significantly in both ELA and Math (by 13% and 8% respectively); "Foster Students" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Socio-economically Disadvantaged Students" declined in ELA and Math (by 3% and 4% respectively). 2) 2025 Dashboard Data: Math performance for all students maintained the "Green" level but ELA performance for all students decreased (by 2.4 DFS); "English Learners" showed improvement in both ELA and Math (by +2.1 DFS and +4.7 DFS respectively); "Long-Term English Learners" improved significantly in both ELA and Math (by +11.3 DFS and +15% DFS respectively); "Socio-economically Disadvantaged Students" declined in both ELA and Math (by -4 DFS and 1.6 DFS respectively). 3) Educational Partners Input: Feedback from all educational partners, including students, parents, and staff continued to indicate strong support for effective systematic interventions and supports for struggling learners. The number of Intervention programs and student participants continued to increase in 2025-26. Administrators and teachers indicated the need for more training and quality manageable intervention resources.

Action 3: MTSS During School Academic Intervention (Classified Services) – This action was partially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased (by 1%); 2025 Dashboard Data: Math performance for all students maintained the "Green" level but ELA performance for all students decreased (by 2.4 DFS). 3) Educational Partners Input: Feedback from all educational partners, particularly parents and staff collected through both formal and informal district- and school-level surveys/interviews consistently indicated positive ratings for the services of instructional assistants for students in one-on-one or small group settings.

Action 4: MTSS Extended-Year Academic Intervention – This action was partially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased (by 1%). 2025 Dashboard Data: Math performance for all students maintained the "Green" level but ELA performance for all students decreased (by 2.4 DFS). 3) Student Participation: Increased number of student participants in the extended-year intervention programs (e.g., participation of 30% of district students in five different intervention programs in 2026). 4) Parent/Family Input: Increasing interest in and request for their children's participation in extended-year academic intervention programs.

Action 5: English Learner Supports – This action was effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: "English Learners" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Long-term English Learners" improved significantly in both ELA and Math (by 13% and 8% respectively). 2) 2025 Dashboard Data: "English Learners" showed improvement in both ELA and Math (by +2.1 DFS and +4.7 DFS respectively); "Long-Term English Learners" improved significantly in both ELA and Math (by +11.3 DFS and +15% DFS respectively). 3) 2025 English Learner Progress Indicator (ELPI): While the ELPI for all ELs was 45.6%, slightly lower than the State rate of 46.4%, the ELPI for LTELs was 69.6%, significantly higher than the State rate of 49.1%. 4) 2025-26 Reclassification Rate: The 2025-26 reclassification rate was 20.1%, higher than the statewide rate of 15.7% and the county rate of 19.3%. 5) DELAC Parent Input: DELAC surveys indicated positive parent feedback on English learner programs and services and a request for more resources at school and at home; and 6) Staff Input: Increased staff participation in training on English learner strategies (e.g., GLAD and ELPAC) and an increasing request for resources to meet the needs of Long-Term English Learners.

Action 6: Socioeconomically Disadvantaged Students Supports – This action was partially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: "Socio-economically Disadvantaged Students" declined in ELA and Math (by 3% and 4% respectively). 2) 2025 Dashboard Data: "Socio-economically Disadvantaged Students" declined in both ELA and Math (by -4 DFS and 1.6 DFS respectively). 3) Participation Level: An increasing number of students (i.e., over 50%) participating in extended-day programs and services; and 4) Parent Input: Parent input indicated highly positive feedback on programs/services for socioeconomically Disadvantaged students. There was a continuous need to enhance the academic rigor of the afterschool programs by strengthening the collaboration with the Expanded Learning Opportunities Program providers.

Action 7: Foster Students Supports – This action was partially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: "Foster Students" improved ELA proficiency (by 3%) and maintained the same percentage in Math. 2) Foster Family Input: Input gathered through informal interviews indicated positive feedback on programs and services for foster students and families.

Action 8: Homeless Students Supports – This action was significantly effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: "Homeless Students" improved in both ELA and Math (by +37.7 DFS and +50.3 DFS respectively). 2) Staff Input: Input from staff indicated the need for more resources to serve the academic and social-emotional needs of the increasing number of homeless students. 3) Homeless Family Input: Input gathered through informal focus group interviews indicated overall positive feedback on programs and services for homeless students and families.

Action 9: Students with Disabilities Supports – This action was substantially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: Students with Disabilities" improved significantly in both ELA and Math (by +7 DFS and +1% DFS respectively). 2) 2025 Dashboard Data: "Students with Disabilities" improved significantly in both ELA and Math (by +16.6 DFS and +17.2% DFS respectively). 3) Staff Participation and Input: Increased staff participation in professional development and program development/planning pertaining to students with disabilities.

Action 10: Hispanic Students Supports – This action was partially effective in making progress toward the goal, as demonstrated by: 1) 2025-26 District Benchmark Data: "Hispanic Students" improved in ELA (by 4%) but slightly declined in Math (by 1%). 2) 2025 Dashboard Data: "Hispanic Students" improved in ELA (by +5.7 DFS) but declined in Math (by -2.6 DFS). 3) Staff Participation and Input: Increased staff participation in professional development and program development/planning pertaining to Hispanic students.

Action 11: Advanced Students Supports – This action was substantially effective in making progress toward the goal, as demonstrated by: 1) Student Participation & Input: Increased number of student participants in the extended-day STEAM programs and highly positive student feedback; and 2) Parent/Family Input: Increasing interest in and request for their children's participation in the enrichment programs.

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

In developing the 2026-27 LCAP to achieve the District vision and goals, a comprehensive needs assessment was conducted with input from the educational partners. The needs assessment included: examining the newly identified areas of need (based the state and district outcome data), evaluating the effectiveness of the actions, and reviewing all available fiscal resources. The findings provided guidance in the reprioritization and revisions to the actions and budgets.

For Goal 2, the following changes will be made:
1) Goal 2 Description – Goal 2 description will be revised to enhance clarity and better communicate the intent of the goal.
2) Metric 2.3 (ELPI) – The "Long-Term English Learners" data for the English Learner Progress Indicator (ELPI) will be added in "Year 2 Outcome" to provide focus data to monitor the progress of LTELs as required by the State.
3) Action 5: English Learner Supports – To address the language and academic needs of the English Learners, particularly newcomers and Long-Term English Learners, the budget will increase to support an increase in direct student support services provided by classified staff, including bilingual instructional assistants and student assessment assistants.
4) Action 6: Socio-economically Disadvantaged Students Supports: To adequately fund the increasing demand for the extended-day afterschool programs and the increased cost of the contracted services, there will be a budget increase based on the 2025-26 estimated expenditure.
5) Action 8: Homeless Students Supports – To provide support for an increasing number of homeless students/families, based on staff input, there will be a budget increase for additional support services, including tutoring, supplies and materials.
6) Action 9: Students with Disabilities Supports – To address the increasing intensity level of the needs and the growing number of students with disabilities, based on the input from staff and parents, the budget will increase to fund additional staffing, support services and resources.

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	Multi-Tiered System of Supports (MTSS: Academic Services): Program Coordination & Monitoring	The program administrator of Learning Supports will provide guidance and monitoring for the design and delivery of MTSS academic services for English learners, socio-economically disadvantaged and foster students, to ensure optimal coordination of the multiple tiers of services in meeting the learning needs of these students.	$266,006.00	Yes
2	MTSS: During School Academic Intervention (Certificated Services)	To provide timely academic support for English learners, socio-economically disadvantaged, and foster students, in support of their learning recovery and acceleration, 1) Intermediate Schools: A credentialed intervention teacher will provide during school small group intervention and support for students with learning needs. 2) Elementary Schools: Classroom teachers will provide differentiated supports and intervention in a self-contained setting with small group instruction, or through a team-teaching approach within the same grade or grade span.	$181,762.00	Yes
3	MTSS: During School Academic Intervention (Classified Services)	Federally-funded Instructional assistants will provide during school academic intervention and support in one-on-one or small group settings, for students with learning needs, with a focus on English learners, socio-economically disadvantaged and foster students, in support of learning recovery and acceleration.	$434,693.00	No

4	MTSS: Extended-Year Academic Intervention	Instructional staff, funded by state resources, will provide extended-year academic intervention programs during the summer and/or intersession for students with learning needs, with a focus on English learners, socio-economically disadvantaged, and foster students, in support of learning recovery and acceleration.	$1,900,000.00	No
5	English Learners & Long-Term English Learners Supports	To promote the English language development and academic achievement of all English learners, with the focus on newcomers and Long-term English Learners (LTELs). 1) Quality daily designated and integrated ELD instruction will be provided for all English learners. 2) Research-based strategies and programs (e.g., GLAD, Write from the Beginning and Beyond, and culturally responsive practices), funded by other state and federal resources, will be utilized to provide support and intervention to English learners (including newcomers and LTELs) to promote their language development and access to the core. 3) Two EL Interventionists will provide targeted intervention programs for English learners, with the focus on newcomers and LTELs, to accelerate their language and academic proficiency. 4) Bilingual instructional assistants will provide one-on-one or small group learning support to English learners to promote language development and access to core instruction. 6) English learner assessments will be administered, with the support of student assessment assistants, to ensure proper identification of the needs of the English learners and program placement. 7) Progress of English Learners and Long-term English Learners will be monitored with the use of the District academic benchmark and ELD assessments to identify the barriers to meeting the redesignation criteria. Based on the findings, during school and extended-time interventions and supports will be designed and implemented to address their identified areas of need. 8) Redesignated struggling English Learner students will be monitored and provided with support and intervention, as necessary, to ensure their continuous academic success.	$1,008,994.00	Yes
6	Socioeconomically Disadvantaged Students Supports	To promote the academic success of the socio-economically disadvantaged students, 1) Additional learning resources and supplies (e.g., computers, hotspots, school supplies), food and health items will be provided for socio-economically disadvantaged students to ensure that they have equal access to quality learning experiences at school and at home. 2) Extended-day afterschool programs, offered by the District afterschool program provider and the school staff, will provide homework support and enrichment activities for socio-economically disadvantaged students to support their learning recovery and acceleration. 3) Referral to community resources and services will be made as necessary.	$3,281,000.00	No
7	Foster Students Supports	Coordinated by the District Foster Student Liaison, 1) Additional learning resources and supplies (e.g., computers, hotspots, school supplies) and transportation will be provided, when necessary, for foster students to ensure they experience a positive nurturing school environment and have equal access to quality learning experiences. 2) Extended-day homework support and intervention programs will be provided for foster students to provide additional support to ensure their academic success. 3) A variety of support services will be provided, such as daily check-ins by counselors, to ensure that foster students develop positive adult-student interactions and relationships with school staff and peers. 4) Referral to community resources and services will be made as necessary.	$28,000.00	Yes
8	Homeless Students	Coordinated by the District Homeless Student Liaison,	$60,000.00	No

	Supports	1) Additional learning resources and supplies (e.g., computers, hotspots, school supplies), food and health items will be provided for homeless students based on their identified needs to ensure they experience a welcoming school environment and have equal access to quality learning experiences. 2) Extended-day homework support and intervention programs will be provided (by district staff and/or outside providers) for homeless students to ensure their academic success. 3) A variety of mental and social-emotional support services will be provided by student support services staff to promote their mental health and social-emotional well-being. 4) Referral to community resources and services will be made as necessary.		
9	Students with Disabilities Supports	Under the guidance of the District program administrators and principals and in consultation with SELPA, 1) Special education staff, general education staff, and support services staff will work collaboratively to utilize research-based resources and strategies in order to promote the engagement, academic achievement, and social-emotional wellness of students with disabilities. 2) The District will provide ongoing, differentiated professional development, with the use of internal and partnership resources, to build the capacity of special education and general education staff in serving the needs of student with exceptional needs. 3) The District will develop and implement quality inclusion programs for students with disabilities 4) The District will implement the District's Comprehensive Coordinated Early intervening Services (CCEIS) Plan to provide early comprehensive intervention services in order to address ethe over identification of Hispanic students for special education services.	$8,041,232.00	No
10	Hispanic Students Supports	Under the guidance of the District program administrators and principals, 1) All staff will examine the learning and socio-emotional needs of Hispanic students, especially the low-performing students, and utilize research-based culturally responsive approaches and practices to promote the engagement and academic achievement of Hispanic students. 2) All staff will implement the District's Comprehensive Coordinated Early intervening Services (CCEIS) Plan to provide early comprehensive intervention services so as to address the over identification of Hispanic students for special education services.	$152,429.00	No
11	Advanced Students Supports	Instructional staff will design and provide extended-time enrichment programs for high-performing students, with the use of research-based strategies and resources that promote depth and complexity, to ensure that these students are challenged to develop their full potential.	$118,000.00	No

Goal

Goal #	Description	Type of Goal
3	Nurture Leadership and Whole Child Development of All Students by providing leadership opportunities and whole-child wellness supports in a safe and asset-rich environment	Broad Goal

State priorities addressed by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

The District has developed three goals on STUDENT OUTCOMES.
This is the third Student Outcome Goal that highlights the District's vision and commitment to leadership and whole-child development of all students in addition to promoting academic excellence.

This goal is developed based on the student outcome data gathered from the school climate surveys, student focus groups, attendance, chronic absenteeism, and suspension rates, particularly since the pandemic. The data indicate an increasing concern about student engagement and whole-child wellness, especially among students with disadvantaged backgrounds.

Staff and parents overwhelmingly have pointed out the critical need to promote student engagement, mental and social-emotional wellness, and leadership development of all students, particularly students experiencing academic, behavioral, and/or mental health challenges. Students, through focus groups, have shared their struggles in feeling engaged, connected and positive in school.

We are continuing this goal to sustain and enhance the impact of the planned actions on student outcomes based on the progress made, as evidenced by the support from educational partners and the 2024 state Dashboard and the 2024-25 local student outcome data.

Measuring and Reporting Results

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

1	Student Attendance Rates	(2023-2024) Data Source: Local Data All Students: 94.86% English Learners: 89% Socio-economically Disadvantaged: 94% Hispanic: 91% Students with Disabilities: 91% Foster Youth: 93%	(2024-2025) Local Source: Local Data All Students: 95.71% English Learners: 96.12% Socio-economically Disadvantaged: 95.73% Hispanic: 92.79% Students with Disabilities: 93.24% Foster: 94.69%	(2025-2026) Local Source: Local Data All Students: 96.00% English Learners: 96.99% Long-Term English Learners: 95.76% Socio-economically Disadvantaged: 95.91% Hispanic: 93.33% Students with Disabilities: 93.56% Foster: 90.14%	All Students: At/above 96% English Learners: At/above 91% Socio-economically Disadvantaged: At/above 95% Hispanic: At/above 93% Students with Disabilities: At/above 93% Foster Youth: At/above 94%	All Students: Improved by 1.14% English Learners: Improved by 7.99% Long-Term English Learners: NA Socio-economically Disadvantaged: Improved by 1.91% Hispanic: Improved by 2.33% Students with Disabilities: Improved by 2.56% Foster: Decreased by 2.86%
2	CA School Dashboard Chronic Absenteeism Rates	(2023-2024) Data Source: CA Dashboard Data All Students: 15.2% English Learners: 12% Socio-economically Disadvantaged: 16.2% Hispanic: 31.5% Students with Disabilities: 30.2% Foster: 40.9%	(2024-2025) Data Source: Local Data All Students: 12.9% English Learners: 6.89% Socio-economically Disadvantaged: 10.38% Hispanic: 21.59% Students with Disabilities: 19.07% Foster: 18.07%	(2025-2026) Data Source: Local Data All Students: 9.61% English Learners: 7.34% Long-Term English Learners: 13.48% Socio-economically Disadvantaged: 10.08% Hispanic: 20.89% Students with Disabilities: 20.63% Foster: 31.25%	All Students: At/below 12.2% English Learners: At/below 9% Socio-economically Disadvantaged: At/below 13.2% Hispanic: At/below 28.5% Students with Disadvantaged: At/below 27.2% Foster: At/below 37.9%	All Students: Decreased by 5.59% English Learners: Decreased by 4.66% Long-Term English Learners: NA Socio-economically Disadvantaged: Decreased by 6.12% Hispanic: Decreased by 10.61% Students with Disabilities: Decreased by 9.57% Foster: Decreased by 9.65%

3	CA School Dashboard Suspension Rates	(2023-2024) Data Source: CA Dashboard Data All Students: 1.3% English Learners: 0.9% Socio-economically Disadvantaged: 1.5% Hispanic: 2.7% Students with Disabilities: 3.3% Foster: 0%	(2024-2025) Data Source: Local Data All Students: 1.4% English Learners: 2% Socio-economically Disadvantaged: 2% Hispanic: 3% Students with Disabilities: 5% Foster: 0%	(2025-2026) Data Source: Local Data All Students: 1.10% English Learners: 1.61% Long-Term English Learners: 6.41% Socio-economically Disadvantaged: 1.24% Hispanic: 1.62% Students with Disabilities: 1.43% Foster: 0%	All Students: At/below 1.5% English Learners: At/below 1.1% Socio-economically Disadvantaged: At/below 1.7% Hispanic: At/below 2.9% Students with Disadvantaged: At/below 3.5% Foster: At/below 0.5%	All Students: Decreased by 0.2% English Learners: Increased by 0.71% Long-Term English Learners: NA Socio-economically Disadvantaged: Decreased by 0.26% Hispanic: Decreased by 1.08% Students with Disabilities: Decreased by 1.87% Foster: No Change
4	Expulsion Rate	(2023-2024) Data Source: Local Data 0%	2024-2025) Data Source: Local Data 0.047% (2 Suspended Expulsions)	(2025-2026) Data Source: Local Data 0%	At/below 0.1%	No Difference
5	Middle School Dropout Rate	(2023-2024) Data Source: Local Data 0%	(2024-2025) Data Source: Local Data 0%	(2025-2026) Data Source: Local Data 0%	0%	No Difference

6	School Climate & Safety Surveys: % of Students indicating Positive School Connectedness & Safety (CA Dashboard Local Indicator: Local Survey)	(2023-2024) Data Source: Local Data All Students: 57% (2024-2025 Local Surveys) English Learners: 57% Socio-economically Disadvantaged: 56.3% Hispanic: 52% Students with Disabilities: 55% Foster: 61.3%	(2024-2025) Data Source: Local Data All Students: 54.2% English Learners: 57% Socio-economically Disadvantaged: 56.3% Hispanic: 52% Students with Disabilities: 55% Foster: 61.3%	(2025-2026) Data Source: Local Data All Students: 58.9% English Learners: 58.5% Long-Term English Learners: 54.6% Socio-economically Disadvantaged: 57.4% Hispanic: 57.1% Students with Disabilities: 57.9% Foster: 63%	All Students: At/above 60% Student Groups: At/above the specified % or More Increase/Less Decrease than “All Students” English Learners: 50% Long-Term English Learners: 55.6% Socio-economically Disadvantaged: 50% Hispanic: 50% Students with Disabilities: 50% Foster Youth: 50%	All Students: Increased by 1.9% English Learners: Increased by 1.5% Long-Term English Learners: NA Socio-economically Disadvantaged: Increased by 1.1% Hispanic: Increased by 5.1% SWD: Increased by 2.9% Foster: Increased by 1.7%

Goal Analysis for 2025-2026

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

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

Actions and services for Goal 3 were substantially implemented to foster whole-child wellness.
Action 1: MTSS Whole-Child Services Program: Coordination & Monitoring – Instructional leaders, including district program administrators and principals, working in collaboration with teachers and other instructional staff, provided guidance and support for the design and delivery of MTSS whole-child services, to ensure optimal coordination of services that promoted leadership and whole-child development of all students, especially those with academic and/or behavioral challenges.
Action 2: MTSS Whole-Child Services Program Support – An administrative assistant provided assistance in coordinating the whole-child services from various service providers for high-need student groups, with a focus on students with learning and behavioral challenges.
Action 3: Student Engagement & Leadership Development – A variety of during school and extended-day high interest student-centered programs (e.g., educational trips, group games, community projects) were provided, to foster school engagement, ownership of learning, and school connectedness, especially among high-need students. Additionally, the implementation of leadership development programs, including Leader in Me, Positive Behavioral Intervention and Supports (PBIS), and Student Ambassadors program, continued to expand through the shared leadership of school and district leaders and ongoing training and support. Research-based strategies, resources and materials were used to build a positive school culture where all students, particularly those with behavioral, attendance, and/or academic challenges, are motivated to develop self-regulation skills, positive behaviors, and leadership capacity. However, the Attendance Recovery Academy, despite the district's commitment and effort, did not get implemented due to the lack of available certificated teachers.
Action 4: Mental Health & Social-Emotional Supports
To promote the mental and social-emotional health of all students, especially high-need students, including foster students, English learners and socio-economically disadvantaged students, a wide range of supports were provided.
a) Counselors: Site-based counselors implemented the District's social-emotional learning curriculum and one-on-one/small group counseling services for high-need students.
b) Behavior Specialists: The behavioral specialists provided assessment on behavioral issues and developed plans for support programs and services for students who have behavioral challenges, with a focus on high-need student groups.
c) Opportunity Academy Program: An Opportunity Academy teacher provided targeted instruction and intervention for Grades 7-8 students with intense academic and/or behavioral challenges, in a self-contained nurturing environment where students received one-on-one and small group interaction and instruction, to address their academic and/or social-emotional needs.
d) Behavior Intervention Assistants: Site-based behavior intervention assistants provided direct support services inside the classrooms for students with behavioral challenges, with a focus on high-need student groups.
e) Psychologists: Psychologists assisted in the needs assessment and the identification of support services necessary to address students' mental health and social-emotional needs.
f) Wellness Center: Wellness center, a specially designed room equipped with resources to nurture mental and social-emotional health, was established at each school to support the implementation of the whole-child wellness program/services.
g) Social Worker Services: Contracted social worker services provided support to parents and families in their children's school adjustment and helped them access school and community programs and resources in addressing mental health and social-emotional challenges.
While the district's mental health and social-emotional supports team continued to refine their services and enhance their impact, implementation faced the challenge of a growing number of students with increasingly demanding behavioral and social-emotional needs.
Action 5: Health & Safety Supports – The health supports team, including the nurses and health services assistants, provided on-site health care, including health screening and documentation. The school-based health clinic, established through a partnership with a community health agency, extended the on-site healthcare services for students and families. Campus supervisors and noon duty aides provided supervision for students and implemented the health and safety protocols to ensure the health and safety of all students, especially those with disadvantaged backgrounds.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 3 actions.

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

Action 1: MTSS Whole-Child Services Program: Coordination & Monitoring – This action was effective in in making progress toward the goal, as demonstrated by: 1) Attendance & Chronic Absenteeism Rates: The 2025-26 Attendance and Chronic Absenteeism rates (based on local data) showed continuous improvement for all students and for almost all high-need student groups. "All Students" improved attendance rate (by 0.3%) and decreased chronic absenteeism rate (by 1.5%); "Socio-economically Disadvantaged Students" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 2.5%); "English Learners" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 1.7%); "Long-Term English Learners" improved chronic absenteeism rate (by 9.6%); and "Foster Students" improved chronic absenteeism rate (by 10%). 2) School Climate & Safety Surveys: The 2025-26 School Climate & Safety Surveys indicated an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicated an improvement in all high-need student groups: "English learners" improved by 1.5%, "Socio-economically Disadvantaged Students" by 1.1%, and "Foster Students" by 1.7%. 3) Suspension Rates: The 2025-26 suspension rates decreased for all students (by 0.4%) and for all high-need student groups.

Action 2: MTSS Whole-Child Services Program Support – This action was effective in in making progress toward the goal, as demonstrated by: 1) Attendance & Chronic Absenteeism Rates: The 2025-26 Attendance and Chronic Absenteeism rates (based on local data) showed continuous improvement for all students and for almost all high-need student groups. "All Students" improved attendance rate (by 0.3%) and decreased chronic absenteeism rate (by 1.5%); "Socio-economically Disadvantaged Students" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 2.5%); "English Learners" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 1.7%); "Long-Term English Learners" improved chronic absenteeism rate (by 9.6%); and "Foster Students" improved chronic absenteeism rate (by 10%). 2) School Climate & Safety Surveys: The 2025-26 School Climate & Safety Surveys indicated an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicated an improvement in all high-need student groups: "English learners" improved by 1.5%, "Socio-economically Disadvantaged Students" by 1.1%, and "Foster Students" by 1.7%. 3) Suspension Rates: The 2025-26 suspension rates decreased for all students (by 0.4%) and for all high-need student groups. 4) Feedback from educational partners, including students, parents, and staff indicated strong support for the whole-child services and the impact on students, particularly foster students, English learners, and socio-economically disadvantaged students.

Action 3: Student Engagement & Leadership Development – This action was effective in in making progress toward the goal, as demonstrated by: 1) Attendance & Chronic Absenteeism Rates: The 2025-26 Attendance and Chronic Absenteeism rates (based on local data) showed continuous improvement for all students and for almost all high-need student groups. "All Students" improved attendance rate (by 0.3%) and decreased chronic absenteeism rate (by 1.5%); "Socio-economically Disadvantaged Students" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 2.5%); "English Learners" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 1.7%); "Long-Term English Learners" improved chronic absenteeism rate (by 9.6%); and "Foster Students" improved chronic absenteeism rate (by 10%). 2) School Climate & Safety Surveys: The 2025-26 School Climate & Safety Surveys indicated an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicated an improvement in all high-need student groups: "English learners" improved by 1.5%, "Socio-economically Disadvantaged Students" by 1.1%, and "Foster Students" by 1.7%. 3) Suspension Rates: The 2025-26 suspension rates decreased for all students (by 0.4%) and for all high-need student groups. 4) Feedback from educational partners, including students, parents, and staff indicated strong support for the significant impact of the district's student engagement and leadership development programs (e.g., PBIS and Leader in Me) on students' whole-child wellbeing.

Action 4: Mental Health & Social-Emotional Supports – This action was effective in in making progress toward the goal, as demonstrated by: 1) 1) Attendance & Chronic Absenteeism Rates: The 2025-26 Attendance and Chronic Absenteeism rates (based on local data) showed continuous improvement for all students and for almost all high-need student groups. "All Students" improved attendance rate (by 0.3%) and decreased chronic absenteeism rate (by 1.5%); "Socio-economically Disadvantaged Students" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 2.5%); "English Learners" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 1.7%); "Long-Term English Learners" improved chronic absenteeism rate (by 9.6%); and "Foster Students" improved chronic absenteeism rate (by 10%). 2) School Climate & Safety

Surveys: The 2025-26 School Climate & Safety Surveys indicated an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicated an improvement in all high-need student groups: "English learners" improved by 1.5%, "Socio-economically Disadvantaged Students" by 1.1%, and "Foster Students" by 1.7%. 3) Suspension Rates: The 2025-26 suspension rates decreased for all students (by 0.4%) and for all high-need student groups. 4) Feedback from educational partners, including students, parents, and staff indicated strong support for the significant impact of the district's mental health and social-emotional supports (including counselors and behavior intervention staff) on students' whole-child wellbeing.

Action 5: Health & Safety Supports – This action was effective in in making progress toward the goal, as demonstrated by: 1) 1) Attendance & Chronic Absenteeism Rates: The 2025-26 Attendance and Chronic Absenteeism rates (based on local data) showed continuous improvement for all students and for almost all high-need student groups. "All Students" improved attendance rate (by 0.3%) and decreased chronic absenteeism rate (by 1.5%); "Socio-economically Disadvantaged Students" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 2.5%); "English Learners" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 1.7%); "Long-Term English Learners" improved chronic absenteeism rate (by 9.6%); and "Foster Students" improved chronic absenteeism rate (by 10%). 2) School Climate & Safety Surveys: The 2025-26 School Climate & Safety Surveys indicated an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicated an improvement in all high-need student groups: "English learners" improved by 1.5%, "Socio-economically Disadvantaged Students" by 1.1%, and "Foster Students" by 1.7%. 3) Suspension Rates: The 2025-26 suspension rates decreased for all students (by 0.4%) and for all high-need student groups. 4) Feedback from educational partners, including students, parents, and staff indicated strong support for the positive impact of the district's health and safety supports on students' whole-child wellbeing.

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

In developing the 2026-2027 LCAP to achieve the District vision and goals, a comprehensive needs assessment was conducted with input from the educational partners. The needs assessment included: examining the newly identified areas of need (based the state and district outcome data), evaluating the effectiveness of the actions, and reviewing all available fiscal resources. The findings provided guidance in the reprioritization and revisions to the actions and budgets.

For Goal 3, the following changes will be made:
1) Goal 3 Description – Goal 3 description will be revised to enhance clarity and better communicate the intent of the goal.
2) Metrics 3.1 (Attendance Rate), 3.2 (Chronic Absenteeism Rate), 3.3 (Suspension) and 3.6 (School Climate Survey) – The "Long-Term English Learners" data for these metrics will be added in "Year 2 Outcome" to provide focus data to monitor the progress of LTELs as required by the State.
3) Action 3 (Student Engagement & Leadership Development) – Based on the input from students, parents, and staff, there will be a slight budget increase to support additional student engagement activities and incentives.

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	Multi-Tiered System of Supports (MTSS: Whole	Instructional leaders, including district program administrators and principals, working in collaboration with teachers and other instructional staff, will provide guidance and support for the	$0.00	No

	Child Services): Program Coordination & Monitoring (repeated expenditure, Goal 1, Action 1)	design and delivery of MTSS whole-child services, to ensure optimal coordination of services that promote leadership and whole-child development of all students, especially those with academic and/or behavioral challenges.		
2	MTSS Whole Child Services: Program Support	An administrative assistant will provide program support in coordinating the whole child services from various service providers for foster students, English learners and socio-economically disadvantaged students, with a focus on students with learning or behavioral challenges.	$129,510.00	Yes
3	Student Engagement & Leadership Development	TTo promote student engagement and leadership development of foster students, English learners and socio-economically disadvantaged students, 1) A variety of during school and extended-day high interest student-centered programs (e.g., educational trips, group games/contests, community projects) will be provided to students, to foster school engagement, ownership of learning, and school connectedness, especially among high-need students. 2) Leadership development programs, including Leader in Me and Positive Behavioral Intervention and Supports (PBIS), will be promoted through the shared leadership of school and district leaders. Research-based strategies, incentives/awards, resources and materials will be used to build a positive school culture where all students, particularly students with behavioral, attendance, and/or academic challenges, are motivated to foster self-regulation skills, develop positive behaviors, and build leadership capacity.	$94,311.00	Yes
4	Mental Health & Social-Emotional Supports	To promote the mental and social-emotional health of foster students, English learners and socio-economically disadvantaged students, the following supports will be provided. 1) Counselors: Additional counselors will be funded to support the implementation of the District's social-emotional learning program and to increase counseling services for high-need students. 2) Behavior Specialist: One additional behavioral specialist will be funded to expand the team of behavioral specialists so as to assess behavioral issues and develops support programs and services in a timely manner for students who have behavioral challenges, with a focus on high-need student groups. 3) Opportunity Academy Program: An Opportunity Academy teacher will provide targeted instruction and intervention for Grades 7-8 students with intense academic and/or behavioral challenges, in a self-contained nurturing environment where students receive one-on-one and small group interaction and instruction, to address their academic and/or social-emotional needs 4) Behavior Intervention Assistants: Additional behavior intervention assistants will be funded to enable the placement of one behavior intervention assistant at each school in order to provide direct support services inside the classrooms for students who have behavioral challenges, with a focus on high-need student groups. 5) Psychologists: Additional psychologists will be funded to assist in the needs assessment and the identification of support services necessary to address students' mental health and social-emotional needs. 6) Wellness Center: Wellness center, a specially designed room equipped with resources to nurture mental and social-emotional health, will be established at each school to support the implementation of the wellness program. 7) Social Worker Services: Contracted social worker services will provide support to parents and families in their children's school adjustment and help them access school and community programs and resources in addressing mental health and social-emotional challenges. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) Action In alignment with the allowable use for integrated pupil supports (Pursuant to EC Section	$3,903,442.00	Yes

		32526(c)(2)(A-F), LREBG will be used to retain additional Mental Health and Social-Emotional Supports staff, including Counselors, Behavior Specialist, Behavior Intervention Assistants, and Psychologists, to provide regularly-scheduled lessons on social-emotional learning, timely one-on-one or small group counseling services, assessment and guidance on support services for students with behavioral, mental and social-emotional needs. Studies have shown the long-term negative impacts of the pandemic and the increasingly challenging social environment on students' mental and social-emotional health, particularly among those with disadvantaged backgrounds. Additionally, input from educational partners, including students, parents, and staff, overwhelmingly affirmed the critical importance of early intervention and supports to address the growing challenge of students with mental and social-emotional needs. Metrics being used to monitor the action: (1) Attendance, Chronic Absenteeism, and Suspension Rates (Goal 3 Metrics #1, #2, and #3) (2) School Climate & Safety Surveys (Goal 3 Metric #6) LREBG Funds (estimated) supporting this action: $2,084,174 per year through 2027-28.		
5	Health & Safety Supports	To increase the health and safety services for foster students, socio-economically disadvantaged students and English learners, 1) Additional nurses will be funded to provide health care services for students. 2) Additional health service assistants will be funded to provide assistance in onsite health care services, including health screening and documentation. 3) Campus supervisors and noon duty aides will increase service hours to provide additional supervision for students and implement the health and safety protocols to ensure the health and safety of all students, especially those with disadvantaged backgrounds. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) Action In alignment with the allowable use for integrated pupil supports (Pursuant to EC Section 32526(c)(2)(A-F), LREBG will be used to retain additional Health staff, including Nurse and Health Service Assistants, to provide onsite healthcare services for students, especially the high-need students to promote their physical health. Studies have shown that physical health is critical to student attendance and productive learning, particularly for low-income and foster students who often face less desirable home environment and less access to health knowledge, resulting in greater health care needs. Metrics being used to monitor the action: Attendance (Goal 3 Metrics #1) LREBG Funds (estimated) supporting this action: $362,139 per year through 2027-28.	$1,363,019.00	Yes

Goal

Goal #	Description	Type of Goal
4	Promote Quality Staff by recruiting, retaining, developing, and supporting high-quality staff to ensure effective programs and services and success for all students.	Broad Goal

State priorities addressed by this goal.

1, 2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

To achieve the three Student Outcome Goals, the District has identified three critical pathways as PROCESS Goals.
This is the first Process Goal that depicts the District's recognition of the paramount importance in recruiting and promoting quality staff to achieve the Student Outcome goals.

This goal is developed based on the student achievement and outcome data gathered from the state and local indicators (e.g., state assessments, district benchmark assessments, school climate surveys, attendance and suspension rates). The data indicate the need for capacity building to empower staff to address the gaps in students' academic and whole-child development.

Staff, both certificated and classified, have requested ongoing professional development that is relevant to the specific roles and responsibilities of each position and is focused on the identified areas of need to optimize the effectiveness of their services for the students.

We are continuing this goal to sustain and enhance the impact of the planned actions on staff quality based on the progress made. as evidenced by the classroom walkthough data and the support from both certificated and classified staff.

Measuring and Reporting Results

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

1	Teachers with Clear Credentials FTE % (based on "Teaching Assignment Monitoring Outcomes") (CA Dashboard Local Indicator)	(2021-2022) District: 93% County: 86.3% Statewide: 85.8%	(2022-2023) Teachers with Clear Credentials District: 89.8% County: 85.7% Statewide: 85.1%	(2023-2024) Teachers with Clear Credentials District: 90.4% County: 84.9% Statewide: 84.4%	At or above County and Statewide %	District: -2.6% (4.1% higher than County % and 4.7% higher than Statewide 5)
2	District-developed 21st Century Learning Progress Indicators (Classroom Application & Transfer): Progress: % Increase (Beginning of Year vs. End of Year)	(2023-2024) Data Source: Local Data Progress: 18% Increase (Beginning of Year vs. End of Year)	(2024-2025) Data Source: Local Data Progress: 30% Increase (Beginning of Year vs. End of Year)	(2025-2026) Data Source: Local Data Progress: 32% Increase (Beginning of Year vs. End of Year)	Progress: At/above 10% Increase (Beginning of Year vs. End of Year)	+14%
3	Teacher School Climate & Safety Surveys: % of Teachers indicating Positive School Connectedness & Safety	(2023-2024) Data Source: Local Data 80%	(2024-2025) Data Source: Local Data 78.4%	(2025-2026) Data Source: Local Data 82%	At/Above 80%	+2%

Goal Analysis for 2025-2026

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

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

Actions and services for Goal 4 were substantially implemented.
Action 1: Fully Credentialed and Appropriately Assigned Teachers – Best efforts were made to hire fully credentialed teachers and teachers with proper legal authorizations to ensure the provision of quality instruction and whole-child learning to nurture whole-child development for all students.
Action 2: Beginning Teachers Supports – Through the partnership with the Los Angeles County of Education, Teacher Induction Program Mentors provided coaching support to beginning teachers to assist them in completing the credential requirements and foster their professional growth.
Action 3: Certificated Staff Professional Development – To promote continuous professional growth of all certificated staff in achieving the District goals, training and support were provided in the identified areas of need (e.g., Thinking Maps & Write from the Beginning and Beyond, ELD, STEM, multi-tiered system of supports, and data driven practices), with a focus on students with disadvantaged backgrounds (e.g., English learners, students with disabilities, and Hispanic students), through three districtwide professional development days, summer professional development and committee opportunities, and during the year training and Professional Learning Community (PLC) sessions.
Action 4: Classified Staff Professional Development – To promote continuous professional growth of all classified staff in achieving the District goals, training and support were provided in areas critical to serving high-need students (e.g., Thinking Maps & Write from the Beginning and Beyond, ELD, STEM, intervention, and mental and social-emotional supports), through two districtwide professional development days and summer professional development opportunities.
Action 5: Student Engagement & Leadership Development Programs Professional Development –
To foster student engagement and leadership development of all students, especially those with academic, attendance and socio-emotional challenges,
1) Teacher leaders at each school, working in collaboration with the principal, developed and implemented student engagement and leadership development strategies and activities.
2) Outside consultants from leadership development and student-centered programs (e.g., Leader in Me and Positive Behavioral Interventions and Supports) provided training and coaching support to enhance program implementation.
3) Ongoing district- and/or school-level training was provided to build staff capacity in enhancing the impact of implementation.
Action 6: Dual Language Program Professional Development – A Teacher on Special Assignment (TOSA), Under the guidance of principals and program administrators, instructional staff participated in training on developing multilingual and multicultural proficiency of high-need students. Summer and during the year training and collaboration opportunities were provided for both Dual language staff and English teacher partners to strengthen coordination of services for 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 action in Goal 4 indicates material differences between the budgeted expenditure and actual expenditure.
Action 2: Beginning Teacher Supports – The estimated actual expenditures were slightly higher than the budgeted expenditures as a result of an increase in the number of beginning teachers particularly in the Special Education program.

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

Action 1: Fully Credentialed and Appropriately Assigned Teachers – This action was effective in making progress toward goal, as demonstrated by Teachers with Clear Credentials FTE%. Based on the most recent Teaching Assignment Monitoring Outcomes (TAMO) data, the 2023-24 Teachers with Clear Credentials % was 90.4%, about 6% higher than both the County's and State's percentages.

Action 2: Beginning Teachers Supports – This action was substantially effective in making progress toward goal, as demonstrated by input (through informal surveys) from beginning teachers and mentor teachers indicated positive feedback on supports provided for beginning teachers and the impact on their professional growth.

Action 3 (Certificated Staff Professional Development) & Action 4 (Classified Staff Professional Development) – These actions were partially effective in making progress toward goal, as demonstrated by:
1) 2025-26 District Benchmark Data: ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased by 1%; "English Learners" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Long-term English Learners" improved significantly in both ELA and Math (by 13% and 8% respectively); "Foster Students" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Socio-economically Disadvantaged Students" declined in ELA and Math (by 3% and 4% respectively).
2) District-developed 21st Century Learning Progress Indicators (Classroom Application & Transfer), Based on the comparison of the principals' "Beginning of Year" and "End of Year" classroom observations data, there was a 32% increase in the classroom application of knowledge and skills related to the districtwide professional development focus areas (e.g., Thinking Maps and Writing from the Beginning and Beyond, ELD).

Action 5: Student Engagement & Leadership Development Programs Professional Development – This action was substantially effective in making progress toward goal, as demonstrated by:
1) Attendance & Chronic Absenteeism Rates: The 2025-26 Attendance and Chronic Absenteeism rates (based on local data) showed continuous improvement for all students and for almost all high-need student groups. "All Students" improved attendance rate (by 0.3%) and decreased chronic absenteeism rate (by 1.5%); "Socio-economically Disadvantaged Students" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 2.5%); "English Learners" improved attendance rate (by 0.7%) and decreased chronic absenteeism rate (by 1.7%); "Long-Term English Learners" improved chronic absenteeism rate (by 9.6%); and "Foster Students" decreased chronic absenteeism rate significantly (by 10%) though attendance rate decreased (by 3.3%). 2) Student Engagement & Leadership Development Programs: Student engagement and leadership development programs increased in both quantity and quality (e.g., multiple schools received state- or agency-level recognition for implementing Leader in Me and Positive Behavioral Interventions and Supports Programs). 3) Staff Participation: Increased staff participation in voluntary extended-time professional development programs pertaining to student engagement and leadership development.

Action 6: Dual Language Program Professional Development – This action was substantially effective in making progress toward goal, as demonstrated by: 1) Academic Data: Both state and local academic data indicated that Dual Language program participants (as a group) consistently outperformed the English only program participants. 2) Staff Participation: Increased staff participation in district-level and regional Dual Language Program professional development as participants and as teacher presenters sharing best practices.

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

In developing the 2026-2027 LCAP to achieve the District vision and goals, a comprehensive needs assessment was conducted with input from the educational partners. The needs assessment included: examining the newly identified areas of need (based the state and district outcome data), evaluating the effectiveness of the actions, and reviewing all available fiscal resources. The findings provided guidance in the reprioritization and revisions to the actions and budgets.

For Goal 4, the following changes will be made:
1) Goal 4 Description – Goal 4 description will be revised to enhance clarity and better communicate the intent of the goal.
2) Metrics 4.3 (Teacher School Climate Survey) NEW – The "Teacher School Climate Survey" data will be added as a new metric to measure teachers' assessment of school connectedness and safety.
3) Action 5: Student Engagement & Leadership Development Programs Professional Development – Based on staff and parent input, the district will implement a three-year districtwide capacity building program in training district staff as certified Leader in Me coaches. In addition to the sponsorship from a community partner, the district will need to allocate additional funding and increase the budget to adequately support the coach-in-training activities for over twenty staff participants and the additional site-level follow-up training.
4) Action 6: Dual Language Plus Program Professional Development – There will be a slight budget increase for additional training to strengthen TK-8 vertical articulation and the "Plus" component (arts enrichment program taught in a third language).

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	Fully Credentialed and Appropriately Assigned Teachers	Best efforts will be made to recruit and retain quality teachers who are fully credentialed and appropriately assigned to design and provide quality standards-aligned instruction and nurture whole-child development for all students.	$24,785,968.00	No
2	Beginning Teachers Supports	Teacher Induction Program Mentors will provide coaching support to beginning teachers to assist them in completing the credential requirements and foster their professional growth.	$28,000.00	No
3	Certificated Staff Professional Development	To promote continuous professional growth of all certificated staff in achieving the District goals, training and support will be provided in the identified areas of need. Focus areas will include: intervention and supports for high priority student groups (e.g., English learners, Long-term English Learners, foster students, socio-economically disadvantaged students), academic rigor (particularly in ELA, ELD, Math, Science instruction), student engagement and leadership development, and behavioral, mental and social-emotional supports). Training and support will be provided through: 1) Three Districtwide Professional Development Days 2) Summer Professional Development and Committee collaboration opportunities 3) During the year training and Professional Learning Community (PLC) sessions	$595,000.00	Yes
4	Classified Staff Professional Development	TTo promote continuous professional growth of all classified staff in achieving the District goals, training and support will be provided in the identified areas of need. Focus areas will include:	$90,000.00	Yes

		intervention and supports for high priority student groups (e.g., English learners, Long-term English Learners, foster students, socio-economically disadvantaged students), behavioral, mental and social-emotional supports, and health and safety supports. Training and support are provided through: 1) Two Districtwide Professional Development Days 2) Summer Professional Development and collaboration opportunities		
5	Student Engagement & Leadership Development Programs Professional Development	To foster student engagement and leadership development of high priority student groups (e.g., English learners, Long-term English Learners, foster students, socio-economically disadvantaged students), especially those with academic, attendance and socio-emotional challenges, 1) Teacher leaders at each school, working in collaboration with the principal, will develop and implement student engagement and leadership development strategies and activities. 2) Outside consultants from leadership development and student-centered programs (e.g., Leader in Me and Positive Behavioral Interventions and Supports), working in collaboration with staff leaders, will provide training and coaching support to enhance program implementation. 3) Ongoing district- and/or school-level training will be provided to build staff capacity in enhancing the impact of implementation.	$190,000.00	Yes
6	Dual Language Plus Program Professional Development	To support the goals of biliteracy and multicultural appreciation of the Dual Language Plus program, 1) Dual Language program principals and teacher leaders will facilitate ongoing collaboration and training for all instructional staff to build their capacity in developing biliteracy and multicultural proficiency of high-need students. 2) Summer and during the year in-house training and outside conference opportunities will be provided for: a) Dual language staff and English teacher partners to strengthen the coordination and effectiveness of services for Dual Language program students; b) “Plus” program staff to enhance the quality of the arts enrichment program taught in a third language; and c) TK-8 vertical articulation.	$110,000.00	No

Goal

Goal #	Description	Type of Goal
5	Foster Impactful Parent and Community Engagement by providing frequent, meaningful opportunities for parent/family participation, communication, education, and partnership in support of students' academic achievement and whole-child development.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

To achieve the three Student Outcome Goals, the District has identified three critical pathways as PROCESS Goals.
This is the second Process Goal that focuses on the District's commitment to fostering impactful parent and community engagement and partnership as a critical pathway to achieve the Student Outcome goals.
This goal is developed based on the data gathered from the local indicators (e.g., parent surveys) and parent focus groups, indicating a strong parent interest in strengthening the partnership with the school to ensure the success of their children.

Staff surveys also echoed this parent sentiment. Specifically, staff have expressed the critical need for the meaningful engagement of and partnership with the hard-to-reach parents and families, in order to address the increasingly challenging learning, behavioral, and mental health needs of the students.

We are continuing this goal to sustain and enhance the impact of the planned actions on parent/community engagement based on the progress made, as evidenced by the parent participation data, parent input (through surveys and focus group interviews), and staff support.

Measuring and Reporting Results

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

1	Parent Engagement – Parent Input in Decision Making: % Indicating Positive Responses (CA Dashboard Local Indicator)	2023-2024) All Parents: 89% (2024-2025 Parent Engagement Surveys) English Learners: 84.5% Socio-economically Disadvantaged: 83.5% Hispanic: 74.5% Students with Disabilities: 86.5%	(2024-2025) All Parents: 87.5% English Learners: 84.5% Socio-economically Disadvantaged: 83.5% Hispanic: 74.5% Students with Disabilities: 86.5%	(2025-2026) All Parents: 87.5% English Learners: 87% Socio-economically Disadvantaged: 85.8% Foster Students: 84.5% Hispanic: 82% Students with Disabilities: 89%	All Parents: At/above 80% Parent Groups: At/above 70% or More Increase/Less Decrease than “All Parents”	All Parents: -1.5% English Learners: +2.5% Socio-economically Disadvantaged: +2.3% Foster Students: NA Hispanic: +7.5% Students with Disabilities: +2.5%
2	Parent Engagement – Parent Participation in Programs: % Indicating Positive Responses (CA Dashboard Local Indicator)	(2023-2024) All Parents: 89% (2024-2025 Parent Engagement Surveys) English Learners: 82.6% Socio-economically Disadvantaged: 83.6% Hispanic: 78.4% Students with Disabilities: 79.5%	(2024-2025) All Parents: 88.2% English Learners: 82.6% Socio-economically Disadvantaged: 83.6% Hispanic: 78.4% Students with Disabilities: 79.5%	(2025-2026) All Parents: 89% English Learners: 86.6% Socio-economically Disadvantaged: 86.4% Foster Students: 86.9% Hispanic: 82.8% Students with Disabilities: 87.5%	All Parents: At/above 80% Parent Groups: At/above 70% or More Increase/Less Decrease than “All Parents”	All Parents: No Difference English Learners: +4% Socio-economically Disadvantaged: +2.8% Foster Students: NA Hispanic: +4.4% Students with Disabilities: +8%

Goal Analysis for 2025-2026

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

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

Actions and services for Goal 5 were fully implemented, with a focus on the "hard to reach" parents and families.
Action 1: Parent Engagement & Participation – District program administrators and principals, working in collaboration with school staff (parent support staff, in particular), utilized a variety of strategies to promote parent engagement in school and district activities. Key strategies included: online platforms were offered as an option for parent participation in addition to attending in-person meetings; both morning and evening meeting schedules were provided to accommodate working parents; extensive parent outreach was conducted by bilingual parent support staff via phone and e-tools with the focus on "Hard to Reach" parents; a variety of well-attended engagement opportunities (e.g., Coffee/Tea with Principals, Community Circle, family picnic, movie nights, Saturday family arts workshops). There was a need for ongoing training for all school staff on strategies to strengthen home-school partnership and communication with parents of high-need students.
Action 2: Parent Communication – District program administrators and principals, working in collaboration with school staff, used multiple forms of communication (including the Districtwide parent communication platform, ParentSquare) in different languages to provide timely updates for all parents. Other forms of communication included: ClassDojo, newsletters, website postings, text messages, voice messages, school electronic marquees. Primary language support (i.e., interpretations and translations) at parent events and for written notifications was provided on a regular basis to ensure that parents with language barriers had equal access to school information.
Action 3: Parent Education – A districtwide Parent Symposium was held with extensive participation of community partners and highly positive parent feedback. Ongoing training and support were provided on topics identified through parent surveys, such as: online academic reading and math programs (i.e., iReady), health and safety, drug abuse, parenting skills, and social-emotional supports. In addition to district-level activities, schools provided ongoing training opportunities through the regularly-held parent meetings, including School Site Council and ELAC meetings, Coffee/Tea with Principals, and parent workshops. Training resources were posted on the District/school website to enhance parent access.
Action 4: Parent Support Staff – District-level bilingual parent support staff, including one Community Services Specialist and two Pupil Services Specialists, provided direct support to parents and families in their primary languages, such as facilitating district parent meetings, providing interpretations/translations, managing hotline services, and making referrals to district and community resources. School-level bilingual parent support staff, including federally-funded School Community Coordinators for each school, provided direct support to parents and families in their primary languages, such as conducting parent outreach, facilitating school parent meetings, providing interpretations/translations, providing timely information on student progress and attendance, and recruiting parents to serve on advisory committee.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 5 actions.

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

Action 1: Parent Engagement & Participation – This action is substantially effective in making progress toward the goal, as demonstrated by: 1) "Parent Input in Decision Making" Survey: The overall percentage of parents with positive responses, based on the local parent survey, maintained the same level as the 2024-25 responses (i.e., 87.5%). Disaggregated data indicate that the high-priority student groups had higher levels of positive responses (when compared to the 2024-25 data): English Learners (87%), Socio-economically Disadvantaged Students (85.8.%), and Foster Students (84.5%). 2) "Parent Participation in Programs" Survey: The percentage of parents with positive responses, based on the local parent survey, maintained at a high level of 89%, 0.8% higher than the 2024-25 responses. Disaggregated data indicate that the high-priority student groups had higher levels of positive responses (when compared to the 2024-25 data): English Learners (86.6%), Socio-economically Disadvantaged Students (86.4%), and Foster Students (86.9%). 3) Parent Feedback: Parent representatives (including parents of English learners and socio-economically disadvantaged students) from a district-level Parent Focus Team gave an average score of 4.1 (on a 5-level scale) regarding the District's ability in seeking parent input for decision making. 4) Staff Feedback: Feedback from parent support staff indicated positive ratings for the regularly-held parent engagement and participation programs and activities.

Action 2: Parent Communication – This action is substantially effective in making progress toward the goal, as demonstrated by: 1) Parent Focus Team. Parent representatives (including parents of English learners and socio-economically disadvantaged students) from a district-level Parent Focus Team gave a score of 4.5 (on a 5-level scale) regarding the District's ability in "developing multiple opportunities for the District and school sites to engage in 2-way communication between families and educators." Parents identified the areas of strengths, including: the provision of translations/interpretations and the ongoing use of multiple forms of communication, including ParentSqaure, ClassDojo, email, and Coffee with Principal.
2) Use of ParentSquare: There was a significant increase in the use of ParentSquare (Districtwide communication platform) in 2025-26 as compared to its use in 2024-25: over 42% increase in the number of staff posts and over 76% increase in the staff-parent exchange messages.

Action 3: Parent Education – This action is substantially effective in making progress toward the goal, as demonstrated by: 1) District Parent Survey: 87% of parents indicated positive responses in being able to participate in parent education events and in accessing information relevant to their children's progress and parents' roles as education partners; 2) Parent Focus Team. Parent representatives (including parents of English learners and socio-economically disadvantaged students) from a district-level Parent Focus Team gave a score of 4.1 (on a 5-level scale) regarding the District's ability in "providing information and resources to support student learning and development in the home" and in "building the capacity of family members to effectively engage in decision making."

Action 4: Parent Support Staff – This action is substantially effective in making progress toward the goal, as demonstrated by: 1) "Parent Input in Decision Making" Survey: The overall percentage of parents with positive responses, based on the local parent survey, maintained the same level as the 2024-25 responses (i.e., 87.5%). The disaggregated data on the high-priority student groups also indicated higher levels of positive responses (when compared to the 2024-25 data): English Learners (87%), Socio-economically Disadvantaged Students (85.8.%), and Foster Students (84.5%). 2) "Parent Participation in Programs" Survey: The percentage of parents with positive responses, based on the local parent survey, maintained at a high level of 89%, 0.8% higher than the 2024-25 responses. The disaggregated data on the priority student groups also indicated higher levels of positive responses (when compared to the 2024-25 data): English Learners (86.6%), Socio-economically Disadvantaged Students (86.4%), and Foster Students (86.9%). 3) Parent Feedback: Parent representatives (including parents of English learners and socio-economically disadvantaged students) from a district-level Parent Focus Team gave an average score of 4.5 (on a 5-level scale) regarding the District's ability in seeking parent input for decision making. 4) Staff Feedback: Feedback from principals and school staff indicated strong ratings for the positive impact of parent support staff on parent engagement and education.

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

In developing the 2026-2027 LCAP to achieve the District vision and goals, a comprehensive needs assessment was conducted with input from the educational partners. The needs assessment included: examining the newly identified areas of need (based the state and district outcome data), evaluating the effectiveness of the actions, and reviewing all available fiscal resources. The findings provided guidance in the reprioritization and revisions to the actions and budgets.

For Goal 5, the following changes will be made:
1) Goal 5 Description – Goal 5 description will be revised to enhance clarity and better communicate the intent of the goal.
2) Metrics 5.1 (Parent Input) & 5.2 (Parent Participation) – The "Foster Students" data for these metrics will be added in "Year 2 Outcome" to provide focus data to monitor the progress of Foster Students as required by the State.

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	Parent Engagement & Participation	To promote meaningful and positive parent engagement and participation, especially for parents of English learners, foster students, and socio-economically disadvantaged students, district program administrators and principals will work in collaboration with school staff (parent support staff, in particular) to: 1) Create a welcoming environment for parents and community members. 2) Create parent participation opportunities (e.g., family events, family literacy activities, Coffee/Tea with Principals, school tours, parent volunteers, open house, award assemblies, interest clubs, parent support groups) 3) Recruit parents to participate in district and school events and advisory committees. 4) Provide support services (e.g., childcare, interpretation, and transportation) to ensure equal access to participation for parents with disadvantaged backgrounds. 5) 5) Reach out to "Hard to Reach" parents of high-need students (i.e., English learners, foster students, and socio-economically disadvantaged students). 6) Develop and implement focus parent engagement programs for parents who have indicated low levels of positive responses on the School Climate surveys (e.g., English learners, socio-economically disadvantaged), with the use of culturally responsive strategies. 7) Provide ongoing training for school staff on strategies to strengthen home-school partnership and communication with parents of high-need students (i.e., English learners, foster students, and socio-economically disadvantaged students).	$16,000.00	Yes
2	Parent Communication	To ensure ongoing effective two-way communication with parents, especially those of high-need students, including English learners, foster students, and socio-economically disadvantaged students, district program administrators and principals will work in collaboration with school staff to: 1) Use multiple forms of communication (e.g., Parent Square, Class Dojo, newsletters, website postings, text messages, voice messages, school electronic marquees) in different languages to provide timely updates on district/school programs/events for all parents.	$0.00	No

		2) Promote ongoing communication with parents on student assignments and learning progress. 3) Provide primary language support (i.e., interpretations and translations) at parent events and for written notifications to ensure that parents with language barriers have equal access to school information.		
3	Parent Education	To empower parents as partners in education and increase their capacity in providing support for their children at home (especially parents of high-need students, including English learners, foster students, and socio-economically disadvantaged students), district program administrators and principals will work in collaboration with school staff to: 1) Provide ongoing training and support on identified focus areas (e.g., standards and assessments, learning strategies, student attendance and engagement, mental and social-emotional supports, technology use, leadership development, positive behavioral interventions and supports, health and safety). 2) Partner with institutes of higher education and community agencies to provide parent education opportunities. 3) Provide support services (e.g., childcare and interpretation) to promote the participation of parents with disadvantaged backgrounds 4) Post training materials/videos on District/school websites to increase parent access to resources.	$12,000.00	No
4	Parent Support Staff	To ensure access to information and participation opportunities for English learners, foster students, and socio-economically disadvantaged students, 1) Bilingual district-level parent support staff, including the Community Services Specialist and Pupil Services Specialists, will provide direct support to parents and families in their primary languages, such as facilitating district parent meetings, providing interpretations/translations, managing hotline services, making referrals to district and community resources. 2) Bilingual school-level parent support staff, including School Community Coordinators (funded by federal resources) for each school, will provide direct support to parents and families in their primary languages, such as conducting parent outreach, facilitating school parent meetings, providing interpretations/translations, providing timely information on student progress and attendance, recruiting parents to serve on advisory committees.	$1,041,491.00	Yes

Goal

Goal #	Description	Type of Goal
6	Maintain a Robust, Coherent Accountability and Support System.	Maintenance of Progress Goal

State priorities addressed by this goal.

1, 2, 3, 4, 5, 6, 7

An explanation of why the LEA has developed this goal.

To achieve the three Student Outcome Goals, the District has identified three critical pathways as PROCESS Goals.
This is the third Process Goal that highlights the significance of building a robust and cohesive accountability and support system to ensure that equitable and adequate resources are allocated to serve high-need students, all services are coordinated, and all staff are committed to continual growth through mutual accountability and support to achieve the Student Outcome goals.

This goal is developed based on staff input, indicating that equitable, constantly improving, and well-coordinated services and resources are critical to the attainment of student outcomes.

We are continuing this goal to sustain and enhance the impact of the planned actions on the district's accountability and support system based on the progress made, as evidenced by the support from education partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	District- & School Services – Coordination & Impact Level (on a 4-Level Scale) (Local Survey)	(2023-2024) Level 3.5	(2024-2025) Level 3.4	(2025-2026) Level 3.6	At/above Level 3	+0.1

2	Facilities Rating (on a 4-Level Scale) measured by Facility Inspection Tool (FIT) (CA Dashboard Local Indicator)	(2023-2024) Level 3 ("Good" Rating) (on a 4-Level Scale)	(2024-2025) Level 3.4	(2025-2026) Level 3.6	Level 3 ("Good" Rating)	+0.6

Goal Analysis for 2025-2026

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

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

Actions and services for Goal 6 were fully implemented.
Action 1: Responsive & Coordinated Accountability and Support System – District administrators and principals, working in collaboration with all staff, engaged in ongoing discussion on the roles and responsibilities of all positions and the coordination protocol to develop a collective commitment and refine the pathway in order to attain the District goals in a rapidly changing and challenging context. The greatest challenge in 2025-26 was the continuous implementation of the reduction in force since 2024-25 as part of the District's fiscal stabilization plan. The reduction in positions necessitated the need for restructuring and revisions to the roles and responsibilities of the impacted positions. Despite the challenges, the District staff remained strong as a team and are committed to adjusting their roles and responsibilities to achieve the shared vision and collective goals.
Action 2: Equitable & Adequate Support Services – To ensure equitable and adequate support services to serve the needs of students with disadvantaged backgrounds, including English learners, foster students and socio-economically disadvantaged students, additional support services were provided in educational technology, facility maintenance, student assessment and program evaluation, staffing recruitment and assignment, and fiscal management.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 6 actions.

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

Action 1: Responsive & Coordinated Accountability and Support System – This action was substantially effective in making progress toward the goal, as demonstrated by: 1) "District & School Services – Coordination & Impact Level" Survey Data: Based on a local survey, the District scored Level 3.6 (on a 4-level scale) in providing equitable and adequate support services in a coordinated and impactful manner; 2) Facilities in "Good" Rating (Level 3) measured by Facility Inspection Tool (FIT): Based on the FIT data, the district maintained a high rating of Level 3.6 (on a 4-level scale); and 3) Staff Input: Staff feedback continued to indicate strong support for the positive impact of a clearly articulated and coordinated accountability and support system on the attainment of the district goals.

Action 2: Equitable & Adequate Support Services – This action was effective in making progress toward the goal, as demonstrated by:
1) 2025-26 District Benchmark Data: "English Learners" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Long-term English Learners" improved significantly in both ELA and Math (by 13% and 8% respectively); and "Foster Students" improved ELA proficiency by 3% and maintained the same percentage in Math; "Socio-economically Disadvantaged Students" declined in ELA and Math (by 3% and 4% respectively).
2) "District & School Services – Coordination & Impact Level" Survey Data: Based on a local survey, the District scored Level 3.6 (on a 4-level scale) in providing equitable and adequate support services in a coordinated and impactful manner; and 3) Educational Partners Input: Parent and staff feedback continued to indicate strong support for the positive impact of equitable and adequate support services on English learners, socio-economically disadvantaged students, and foster 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.

In developing the 2026-2027 LCAP to achieve the District vision and goals, a comprehensive needs assessment was conducted with input from the educational partners. The needs assessment included: examining the newly identified areas of need (based the state and district outcome data), evaluating the effectiveness of the actions, and reviewing all available fiscal resources. The findings provided guidance in the reprioritization and revisions to the actions and budgets.

For Goal 6, the following changes will be made:
1) Goal 6 Description – Goal 6 description will be revised to enhance clarity and better communicate the intent of the goal.
2) Metric 6.2 (FIT) – The description of the "Baseline" and "Target for Year3" will be slightly revised to enhance clarity.

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	Responsive, Clearly-Articulated & Coordinated Accountability and Support System	To ensure that all services in support of student success (particularly services for disadvantaged/unduplicated students) will be coordinated and responsive to meet the social, political, and fiscal challenges in a fast evolving context, district administrators and principals will work in collaboration with all staff to: 1) Clearly define and communicate roles and responsibilities of all positions in providing support and monitoring to attain the District vision. 2) Clearly define and communicate the coordination protocol: how services are coordinated and how each position provides support and monitoring for one another. 3) Develop a collective commitment to remain responsive to meet the changing needs of students	$0.00	No

		and families (especially the high-need populations) in an evolving context. 4) Develop and implement a mechanism to conduct collective reflection so as to solicit feedback from one another in building collective capacity to attain the District vision.		
2	Equitable & Adequate Support Services	To ensure equitable and adequate support services to serve the needs of English learners, foster students and socio-economically disadvantaged students, additional support services, including educational technology, student assessments and program evaluation, will be provided.	$1,039,719.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,643,675.00	$1,872,188.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.71%	0.00%	$0.00	33.71%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1: Action 2 21st Century Learning Resources	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments in ELA and Math indicate the significant achievement and learning gaps for the priority student groups (i.e., English learners and socio-economically disadvantaged students). Educational partner feedback from students, parents, and staff also indicated the need for learning experiences that are relevant and rigorous to develop the 21st century competencies. As supported by research, these	The research-based 21st century learning resources and programs, such as Project-based Learning (PBL), Math Field Day, History Day, Science Olympiad, and community projects, will increase deep student engagement and motivation, promote the 21st century competencies (e.g., critical thinking, collaboration, communication, creativity), and ultimately close the learning and achievement gaps for the priority student groups (i.e., English learners and socio-economically disadvantaged students). This action is provided on a LEA-wide basis to maximize its	Progress in increasing the 21st century competencies for the priority student groups and all students will be monitored using: CA School Dashboard Academic Indicators (ELA & Math) (Goal 1 Metrics #1 and #2) Teacher & Student Feedback on 21st century learning programs

	highly engaging learning experiences are essential to closing the achievement gaps for the priority student groups who often experience an over-reliance on water-downed remedial resources as a result of teachers' low expectations. The 2025-26 District Benchmark Assessment data indicate that ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased (by 1%); "English Learners" improved ELA proficiency (by 3%) and maintained the same percentage in Math; "Long-term English Learners" improved significantly in both ELA and Math (by 13% and 8% respectively); "Socio-economically Disadvantaged Students" declined in ELA and Math (by 3% and 4% respectively). The 2025 Dashboard data indicate that Math performance for all students maintained the "Green" level but ELA performance for all students decreased (by 2.4 DFS); "English Learners" showed improvement in both ELA and Math (by +2.1 DFS and +4.7 DFS respectively); "Long-Term English Learners" improved significantly in both ELA and Math (by +11.3 DFS and +15% DFS respectively); but "Socio-economically Disadvantaged Students" declined in both ELA and Math (by -4 DFS and 1.6 DFS respectively). Student input collected through focus group interviews and surveys in 2025-2026 continued to indicate strong support and request for more high-interest, relevant project-based learning activities, including school/district-level and outside opportunities. Parent surveys and interviews also affirmed the support for engaging and rigorous student programs.	impact in increasing 21st century competencies by integrating the resources and programs across content areas for all students.	

Goal 1: Action 3 Science, Technology, Engineering, & Mathematics (STEM)	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments in Math and the 2023 CAST data indicate the significant achievement and learning gaps in the areas of Math and Science for the priority student groups (i.e., English learners and socio-economically disadvantaged students). Students and parents also requested a strong technology education and STEM program. The 2025-26 District Benchmark data indicate that although Math proficiency for all students decreased by 1%; “Long-Term English Learners” improved significantly in Math (by 8%) and “English Learners” maintained the same level in Math proficiency. The 2025 Dashboard data indicate that CAST (Science) was at the “Green” performance level; Math performance for all students maintained the “Green” level; both “English Learners” and “Long-Term English Learners” showed improvement in Math (by +4.7 DFS and +15% DFS respectively); but “Socio-economically Disadvantaged Students” declined in Math (by 1.6 DFS). Additionally, participation in the elementary STEM program had increased in the number of teacher participants and participating schools (from two to five) in 2025-2026.	Instructional staff will utilize research-based resources and strategies to promote the STEM competencies, through the Next Generation Science Standards (NGSS) program, computer science program, and technology integration across the curriculum. This action will provide challenging and motivating learning experiences to address the gaps in the STEM competencies among the the priority student groups (i.e., English learners and socio-economically disadvantaged students). This action is provided on a LEA-wide basis to maximize its impact in developing the STEM competencies by integrating the resources and programs across content areas for all students.	Progress in increasing the STEM competencies for the priority student groups and all students will be monitored using: CA School Dashboard Academic Indicator (Math) (Goal 1 Metric #2) CA School Dashboard Academic Indicator (Science) (Goal 1 Metric #6) Teacher & Student Feedback on STEM programs

Goal 1: Action 4 Visual and Performing Arts	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments indicate the significant achievement and learning gaps for the priority student groups (i.e., English learners and socio-economically disadvantaged students). Attendance and Chronic Absenteeism data also suggested lower levels of school engagement for these student groups. Educational partner feedback from students and parents indicated a strong interest in the Visual and Performing Arts program and how the program has promoted students' academic achievement, mental health and overall school engagement. The 2025 Dashboard data indicate that Math performance for all students maintained the "Green" level but ELA performance for all students decreased (by 2.4 DFS); "English Learners" showed improvement in both ELA and Math (by +2.1 DFS and +4.7 DFS respectively); "Long-Term English Learners" improved significantly in both ELA and Math (by +11.3 DFS and +15% DFS respectively); but "Socio-economically Disadvantaged Students" declined in both ELA and Math (by -4 DFS and 1.6 DFS respectively). The 2025-26 District's preliminary data indicate improvement in Attendance and Chronic Absenteeism for all students and for almost all priority student groups. "All Students" improved attendance rate by 0.3% and decreased chronic absenteeism rate by 1.5%; "Socio-economically Disadvantaged Students" improved attendance rate by 0.7% and decreased chronic absenteeism rate by 2.5%; "English Learners" improved attendance rate by 0.7% and decreased chronic absenteeism rate by 1.7%; and "Long-Term English Learners" improved chronic absenteeism rate by 9.6%. Feedback from all educational partners, including students, parents, and staff, continued to demonstrate strong support for the Visual and Performing Arts program and the impact on students' whole child development.	This action will increase the personnel and resources that support the enhancement of the visual and performing arts (VAPA) programs. Credential VAPA teachers will provide quality standards-aligned VAPA instruction to all students, with the use of research-based resources and strategies. The education program provided for high-need students typically has a predominant focus on the basic reading and math skills, often resulting in students' lack of access to the whole-child learning experiences to develop their multiple intelligences. This action is designed to be principally directed towards the priority student groups (i.e., English learners and socio-economically disadvantaged students) to ensure that they have equal access to quality VAPA programs which are generally considered as enrichment experiences reserved for advanced students. Additionally, research studies have provided support for the positive impact of VAPA education on cognitive development, academic achievement, and mental health, particularly for failing or at-risk students; therefore, the VAPA program is also designed as a learning recovery/acceleration and school engagement strategy for these priority student groups. This action is provided on a LEA-wide basis to enable an authentic, non-segregated learning environment for all student groups and to maximize its impact in developing the cognitive/academic skills and mental health of all students through quality VAPA education.	Progress in increasing the academic and whole-child development through the enhanced VAPA program for the priority student groups and all students will be monitored using: CA School Dashboard Academic Indicators (ELA & Math) (Goal 1 Metrics #1 and #2) Attendance and Chronic Absenteeism Data (Goal 3 Metrics #1 and #2) Student, Parent & Staff Feedback on the VAPA Program

Goal 1: Action 5 Dual Language Plus Programs	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments in ELA indicate the achievement and learning gaps for English Learners. Educational partner feedback from parents and staff indicated a need to cultivate multicultural proficiency in students and a need to recognize and build on the cultural and language heritage of the students whose home language is not English. The 2025-26 District Benchmark Assessment data indicate that Dual Language program students had 65% meeting/exceeding standards in ELA and 68% in Math, 12% (in ELA) and 13% (in Math) higher than the non-Dual Language program students. Disaggregated data showed that “English Learners” in the Dual Language program had higher percentages of meeting/exceeding standards in both ELA and Math, when compared to the “English Learners” in the Non-Dual Language program: “5% higher in ELA and 3% higher in Math. Participation in the Dual Language Plus program had continued to increase in 2025-26.	This action will provide the personnel and resources to support the Dual Language Plus program, specially designed to promote bi-literacy (in English and a target language) as well as multicultural proficiency through an arts and cultural enrichment program taught in a third language (i.e., “Plus” component). Over time, this distinctive dual language program will accelerate, as research has indicated, the literacy development in English and the target language (often the home language of the English learner participants), as well as the academic/cognitive development. Additionally, the program will promote the whole-child wellness through the development of multicultural proficiency for the English learners. This action is provided on a school-wide basis to enable an authentic, non-segregated learning environment for all student groups and to maximize its impact in developing biliteracy and multicultural proficiency of all students.	Progress in increasing the language, academic, and whole-child development through the Dual Language Plus program for the priority student groups and all students will be monitored using: District Benchmark Assessments (ELA & Math): Dual Language and Non-Dual Language Programs Participation level in the Dual Language Plus Program

Goal 1: Action 7 Class Size Reduction	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments in ELA and Math indicate the significant achievement and learning gaps for the priority student groups (i.e., English learners and socio-economically disadvantaged students). Educational partner feedback from students, parents, and staff also indicated the need for smaller class size to enable individualized instruction and supports, particularly for the struggling learners. The 2025-26 District Benchmark Assessment data indicate that ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased (by 1%). Feedback from all educational partners, including students, parents, and staff, continued to indicate strong support for smaller class size to enable individualized instruction and supports, particularly for the struggling learners.	This action will fund additional credentialed teachers to maintain smaller class sizes for all grade levels. This action is designed to be principally directed towards the priority student groups (i.e., English learners and socio-economically disadvantaged students). Research suggests a positive correlation between small class size and student achievement, particularly for at-risk students. Small class sizes can increase the opportunities for targeted, individualized instruction, supports and interaction, an effective strategy to address the academic and the social-emotional needs of the priority student groups. This action is provided on a LEA-wide basis to enable an authentic, non-segregated learning environment for all student groups and to maximize its impact in increasing individualized instruction and supports to address the academic and whole-child needs of all students.	Progress in improving the academic achievement and whole-child wellness through class size reduction for priority student groups and all students will be monitored using: District Benchmark Assessments (ELA & Math) (Goal 2 Metrics #1 and #2) Teacher & Student Feedback on Class Size Reduction

Goal 2: Action 1 MTSS (Academic Services): Program Coordination & Monitoring	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments in ELA and Math indicate the significant achievement and learning gaps for the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). Educational partner feedback from students, parents, and staff also indicated the need for effective systematic interventions and supports for struggling learners. The 2025-26 District Benchmark Assessment data indicate that ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased (by 1%); “English Learners” improved ELA proficiency (by 3%) and maintained the same percentage in Math; “Long-term English Learners” improved significantly in both ELA and Math (by 13% and 8% respectively); “Foster Students” improved ELA proficiency (by 3%) and maintained the same percentage in Math; “Socio-economically Disadvantaged Students” declined in ELA and Math (by 3% and 4% respectively). Feedback from all educational partners, including students, parents, and staff continued to indicate strong support for effective systematic interventions and supports for struggling learners. The number of Intervention programs and student participants continued to increase in 2025-26. Administrators and teachers indicated the need for more training and quality manageable intervention resources.	This action will provide leadership, guidance and monitoring in the program design and delivery of the Multi-Tiered System of Supports (MTSS) academic services for the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students), to ensure optimal coordination of the multiple tiers of services in meeting the learning needs of individual students. This action will contribute to the effectiveness of programs and services in closing the achievement and learning gaps of these disadvantaged student groups. This action is provided on a LEA-wide basis to maximize the impact of coordinated services on student outcomes of all students.	Progress in improving academic outcomes of the priority student groups and all students will be monitored using: District Benchmark Assessments (ELA & Math) (Goal 2 Metrics #1 and #2) Staff Feedback on MTSS program monitoring

Goal 2: Action 2 MTSS: During School Academic Intervention (Certificated	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments in ELA and Math indicate the significant achievement and learning gaps for the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). Educational partner feedback from students, parents, and staff also indicated the need for effective systematic interventions and supports for struggling learners. The 2025-26 District Benchmark Assessment data indicate that ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased (by 1%); “English Learners” improved ELA proficiency (by 3%) and maintained the same percentage in Math; “Long-term English Learners” improved significantly in both ELA and Math (by 13% and 8% respectively); “Foster Students” improved ELA proficiency (by 3%) and maintained the same percentage in Math; “Socio-economically Disadvantaged Students” declined in ELA and Math (by 3% and 4% respectively). Feedback from all educational partners, including students, parents, and staff continued to indicate strong support for effective systematic interventions and supports for struggling learners. The number of Intervention programs and student participants had increased in 2025-2026.	Credentialed intervention teachers will provide one-on-one or small group intervention and support during the school day for students with learning needs, with the focus on the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students), in support of their learning recovery and acceleration. This action will contribute to addressing the achievement and learning gaps of the priority student groups. This action is provided on a LEA-wide basis to enable effective student grouping by learning needs and to maximize the impact of the intervention services on student outcomes of all students.	Progress in improving academic outcomes of the priority student groups and all students will be monitored using: District Benchmark Assessments (ELA & Math) (Goal 2 Metrics #1 and #2) Feedback from Principals and staff on the intervention programs

Goal 3: Action 2 MTSS Whole Child Services: Program Support	The 2023-24 School Climate & Safety Surveys indicate that less than 60% of students had positive responses about school connectedness and safety. The 2023 Attendance, Chronic Absenteeism and Suspension data indicate higher levels of disengagement among the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). Educational partner feedback from staff, parents, and students indicated a critical need for coordinated services to promote whole-child wellness. The 2025-26 District preliminary data indicate that Attendance and Chronic Absenteeism rates improved for all students and for almost all priority student groups. “All Students” improved attendance rate by 0.3% and decreased chronic absenteeism rate by 1.5%; “Socio-economically Disadvantaged Students” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 2.5%; “English Learners” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 1.7%; “Long-Term English Learners” improved chronic absenteeism rate by 9.6%; and “Foster Students” decreased chronic absenteeism rate significantly by 10% but attendance rate decreased by 3.3%. The 2025-26 School Climate & Safety Surveys indicate an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicate an improvement in all priority student groups: “English learners” improved by 1.5%, “Socio-economically Disadvantaged Students” by 1.1%, and “Foster Students” by 1.7%. The 2025-26 suspension rates decreased for all students (by 0.4%) and for all priority student groups.	This action will provide program support staff to ensure proper coordination of the wide range of whole child services from various service providers for the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students), with the goal of improving the level of school engagement and mental health. This action is provided on a LEA-wide basis to optimize the coordination of whole-child services in order to maximize its impact in promoting whole-child wellness of all students.	wellness of the priority student groups and all students will be monitored using: Attendance, Chronic Absenteeism, and Suspension Rates (Goal 3 Metrics #1, #2, #3) School Climate & Safety Surveys (Goal 3 Metric #6) Student, Parent & Staff Feedback on the Whole-Child Programs and Services

Goal 3: Action 3 Student Engagement & Leadership Development	The 2023-24 School Climate & Safety Surveys indicate that less than 60% of students had positive responses about school connectedness and safety. The 2023 Attendance, Chronic Absenteeism and Suspension data indicate higher levels of disengagement among the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). Educational partner feedback from staff, parents, and students indicated a critical need for coordinated services to promote student engagement and leadership development of all students, particularly students with disadvantaged backgrounds. The 2025-26 District preliminary data indicate that Attendance and Chronic Absenteeism rates improved for all students and for almost all priority student groups. “All Students” improved attendance rate by 0.3% and decreased chronic absenteeism rate by 1.5%; “Socio-economically Disadvantaged Students” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 2.5%; “English Learners” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 1.7%; “Long-Term English Learners” improved chronic absenteeism rate by 9.6%; and “Foster Students” improved chronic absenteeism rate by 10% but attendance rate decreased by 3.3%. The 2025-26 School Climate & Safety Surveys indicate an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicate an improvement in all priority student groups: “English learners” improved by 1.5%, “Socio-economically Disadvantaged Students” by 1.1%, and “Foster Students” by 1.7%. The 2025-26 suspension rates decreased for all students (by 0.4%) and for all priority student groups. Educational partner feedback from staff, parents, and students continued to indicate a critical need for coordinated services to promote student engagement and leadership development of all students, particularly students with disadvantaged backgrounds.	This action will provide a variety of during school and extended-day high interest student-centered programs (e.g., educational trips, group games, community projects) to foster school engagement, ownership of learning, and school connectedness, especially among the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). Leadership development programs, such as Leader in Me, Capturing Kids’ Hearts, and Positive Behavioral Intervention and Supports (PBIS), will be promoted to build a positive school culture where all students, particularly students with behavioral, attendance, and/or academic challenges, are motivated to foster self-regulation skills, develop positive behaviors, and build leadership capacity. This action is provided on a LEA-wide basis to maximize its impact by promoting the transformation of the entire district and school culture in support of the engagement and leadership development of all students.	Progress in promoting school engagement and leadership development of the priority student groups and all students will be monitored using: Attendance, Chronic Absenteeism, and Suspension Rates (Goal 3 Metrics #1, #2, #3) School Climate & Safety Surveys (Goal 3 Metric #6) Student, Parent & Staff Feedback on the School Engagement and Leadership Development Programs

Goal 3: Action 4 Mental Health & Social-Emotional Supports	The 2023-24 School Climate & Safety Surveys indicate that less than 60% of students had positive responses about school connectedness and safety. The 2023 Attendance, Chronic Absenteeism and Suspension data indicate higher levels of disengagement among the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). Educational partner feedback from staff, parents, and students indicated a critical need for coordinated services to promote social-emotional and mental health of all students, particularly students with disadvantaged backgrounds. The 2025-26 District preliminary data indicate that Attendance and Chronic Absenteeism rates improved for all students and for almost all priority student groups. “All Students” improved attendance rate by 0.3% and decreased chronic absenteeism rate by 1.5%; “Socio-economically Disadvantaged Students” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 2.5%; “English Learners” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 1.7%; “Long-Term English Learners” improved chronic absenteeism rate by 9.6%; and “Foster Students” improved chronic absenteeism rate by 10% but attendance rate decreased by 3.3%. The 2025-26 School Climate & Safety Surveys indicate an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicate an improvement in all priority student groups: “English learners” improved by 1.5%, “Socio-economically Disadvantaged Students” by 1.1%, and “Foster Students” by 1.7%. The 2025-26 suspension rates decreased for all students (by 0.4%) and for all priority student groups. Educational partner feedback from staff, parents, and students continued to indicate a critical need for coordinated services to promote social-emotional and mental health of all students, particularly students with disadvantaged backgrounds.	This action will provide counselors, behavior specialists and assistants, opportunity academy teacher, psychologists, and social worker services to implement a comprehensive mental health and social-emotional learning program for the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). with a focus on students experiencing mental and social-emotional challenges. This action is provided on a LEA-wide basis to maximize its impact by integrating the programs and services schoolwide to promote the social-emotional and mental health of all students.	Progress in promoting social-emotional and mental health of the priority student groups and all students will be monitored using: Attendance, Chronic Absenteeism, and Suspension Rates (Goal 3 Metrics #1, #2, and #3) School Climate & Safety Surveys (Goal 3 Metric #6) Student, Parent & Staff Feedback on the Mental Health and Social-Emotional Learning Programs

Goal 3: Action 5 Health & Safety Supports	The 2023-24 School Climate & Safety Surveys indicate that less than 60% of students had positive responses about school connectedness and safety. The 2023 Attendance and Chronic Absenteeism data indicate higher levels of absences among the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). Educational partner feedback from staff, parents, and students indicated a critical need for coordinated services to ensure that schools provide a healthy and safe environment priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). The 2025-26 District preliminary data indicate that Attendance and Chronic Absenteeism rates improved for all students and for almost all priority student groups. “All Students” improved attendance rate by 0.3% and decreased chronic absenteeism rate by 1.5%; “Socio-economically Disadvantaged Students” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 2.5%; “English Learners” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 1.7%; “Long-Term English Learners” improved chronic absenteeism rate by 9.6%; and “Foster Students” improved chronic absenteeism rate by 10% but attendance rate decreased by 3.3%. The 2025-26 School Climate & Safety Surveys indicate an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicate an improvement in all priority student groups: “English learners” improved by 1.5%, “Socio-economically Disadvantaged Students” by 1.1%, and “Foster Students” by 1.7%. Educational partner feedback from staff, parents, and students continued to indicate a critical need for coordinated services to ensure that schools provide a healthy and safe environment for priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students).	This action will provide health support staff (e.g., nurses and health service assistants) as well as campus supervision staff to ensure the health and safety of priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). Physical health and safety are critical to student attendance, positive engagement, and productive learning, particularly for low-income and foster students who often face less desirable home environment resulting in greater health care needs. Additionally, these priority students often become targeted victims of school violence as a result of the perceived inferior status due to differences in language, cultural, and socio-economic backgrounds. This action is provided on a LEA-wide basis to maximize its impact by integrating the programs and services schoolwide to promote the health and safety of all students.	Progress in promoting the health and safety of the priority student groups and all students will be monitored using: Attendance and Chronic Absenteeism, Rates (Goal 3 Metrics #1 and #2) School Climate & Safety Surveys (Goal 3 Metric #6) Student, Parent & Staff Feedback on the health and safety supports

Goal 4: Actions 3 & 4 Certificated & Classified Staff Professional Development	The 2023-24 District Benchmark Assessments indicate the significant achievement and learning gaps for the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students). The 2023 Attendance, Chronic Absenteeism and Suspension data indicate higher levels of disengagement among these priority students: “English Learners,” “Socio-economically Disadvantaged Students,” and “Foster Students.” Staff, both certificated and classified, have requested ongoing professional development that is relevant to their specific roles and responsibilities and is focused on the identified areas of need to optimize the effectiveness in their services for the priority students: “English Learners,” “Socio-economically Disadvantaged Students,” and “Foster Students.” The 2025-26 District Benchmark Assessment data indicate that ELA proficiency for all students maintained the same level as the previous year but Math proficiency for all students decreased (by 1%); “English Learners” improved ELA proficiency (by 3%) and maintained the same percentage in Math; “Long-term English Learners” improved significantly in both ELA and Math (by 13% and 8% respectively); “Foster Students” improved ELA proficiency (by 3%) and maintained the same percentage in Math; “Socio-economically Disadvantaged Students” declined in ELA and Math (by 3% and 4% respectively). In terms of “Classroom Application and Transfer: as measured by the District-developed 21st Century Learning Progress Indicators “Beginning of Year” and “End of Year” classroom observations data, there was a 32% increase in the classroom application of knowledge and skills related to the districtwide professional development focus areas (e.g., Thinking Maps/Writing from the Beginning and Beyond, and ELD).	These actions will provide continuous professional development for certificated and classified staff in the identified areas of academic and whole-child need, with a focus on the priority students (i.e., English learners, long-term English learners, socio-economically disadvantaged students, and foster students). Certificated staff will have three districtwide professional development days, during the year Professional Learning Community (PLC) collaboration, and summer workshops. Classified staff will have two districtwide professional development days and summer workshops. As supported by research findings, there is a positive correlation between professional development and student outcomes. This action will contribute greatly to the improvement in student outcomes, especially for these priority student groups. These actions are provided on a LEA-wide basis to empower all staff to provide quality services for the priority students (i.e., English learners, long-term English learners, socio-economically disadvantaged students, and foster students) as they either currently serve or will serve these students who comprise over 80% of the entire student population.	Progress in capacity building of staff in serving the priority student groups will be monitored using: District Benchmark Assessments (ELA & Math) (Goal 1 Metrics #3 and #4) District-developed 21st Century Learning Progress Indicators: Classroom Application & Transfer (Goal 4 Metric #2)

Goal 4: Action 5 Student Engagement & Leadership Development Programs Professional Development	The 2023-24 School Climate & Safety Surveys indicated that less than 60% of students had positive responses about school connectedness. The 2023 Attendance, Chronic Absenteeism and Suspension data indicated higher levels of disengagement among the priority student groups (i.e., “English Learners,” “Socio-economically Disadvantaged Students,” and “Foster Students.” Staff, both certificated and classified, have requested professional development that addresses the increasing challenges of student behavior and engagement, particularly among these priority students. The 2025-26 District preliminary data indicate that Attendance and Chronic Absenteeism rates improved for all students and for almost all priority student groups. “All Students” improved attendance rate by 0.3% and decreased chronic absenteeism rate by 1.5%; “Socio-economically Disadvantaged Students” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 2.5%; “English Learners” improved attendance rate by 0.7% and decreased chronic absenteeism rate by 1.7%; “Long-Term English Learners” improved chronic absenteeism rate by 9.6%; and “Foster Students” improved chronic absenteeism rate by 10% but attendance rate decreased by 3.3%. The 2025-26 School Climate & Safety Surveys indicate an increase of 1.7% in the positive responses about school connectedness and safety for all students (i.e., 58.9%). Disaggregated data also indicate an improvement in all priority student groups: “English learners” improved by 1.5%, “Socio-economically Disadvantaged Students” by 1.1%, and “Foster Students” by 1.7%. The 2025-26 suspension rates decreased for all students (by 0.4%) and for all priority student groups. Staff, both certificated and classified, continued to indicate the need for ongoing professional development that addresses the increasing challenges of student behavior and engagement, particularly among the high needs students.	This action will provide professional development for certificated and classified staff in developing and implementing student engagement and leadership development strategies and activities, such as Leader in Me, Capturing Kids’ Hearts, and Positive Behavioral Interventions and Supports (PBIS), with a focus on the priority students, including English learners, long-term English learners, socio-economically disadvantaged students, and foster students. As supported by research findings, there is a positive correlation between professional development and student outcomes. This action will contribute greatly to the improvement in student engagement and leadership development, especially for these priority student groups. This action is provided on a LEA-wide basis to empower all staff in promoting student engagement and leadership development as they either currently serve or will serve the priority student groups (i.e., “English Learners,” “Socio-economically Disadvantaged Students,” and “Foster Students”) who comprise over 80% of the entire student population.	Progress in promoting school engagement and leadership development of the priority student groups and all students will be monitored using: Attendance, Chronic Absenteeism, and Suspension Rates (Goal 3 Metrics #1, #2, #3) School Climate & Safety Surveys (Goal 3 Metric #6) Student, Parent & Staff Feedback on School Engagement and Leadership Development Programs

Goal 5: Actions 1 & 4 Parent Engagement & Participation and Parent Support Staff	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments indicate the significant achievement and learning gaps for the priority student groups (i.e., “English Learners,” “Socio-economically Disadvantaged Students,” and “Foster Students”). The 2023 Attendance, Chronic Absenteeism and Suspension data indicate higher levels of disengagement among “English Learners,” “Socio-economically Disadvantaged Students,” and “Foster Students.” Feedback from parents, particularly those with high needs students, indicated a need for more parent participation and education opportunities, support staff, and support services (e.g., childcare and interpretation) to empower parents to support their children’s success. The 2025-26 Parent Engagement Survey indicates an overall high level of 88.3% for all parents. Disaggregated data also indicate that the priority student groups had higher levels of positive responses (when compared to the 2024-25 data). In the area of “Parent Input in Decision Making,” “English Learners’ had 87% and “Socio-economically Disadvantaged Students” had 85.8. %. In the area of “Parent Participation in Programs,” “English Learners” had 86.6% and “Socio-economically Disadvantaged Students” had 86.4%. Feedback from parents continued to indicate a need for more parent participation and education opportunities, support staff, resources, and support services (e.g., childcare and interpretation) to empower parents as partners in education.	These actions will provide meaningful parent engagement and education opportunities, with support services, bilingual parent support staff, and targeted reach out efforts, with the focus on “hard-to-reach” parents of the priority student groups (i.e., “English Learners,” “Socio-economically Disadvantaged Students,” and “Foster Students”). Parents of these priority students often feel disconnected from schools and their children's education due to language, cultural, and social barriers. These actions will empower them to become more effective partners in education in support of their children’s success. These actions are provided on a LEA-wide basis to maximize their impact in empowering all parents to support the success of their children.	Progress in promoting parent engagement and participation will be monitored using: Parent Engagement Survey (Goal 5 Metrics #1 and #2) Parent & Staff Feedback on Parent Engagement Programs

Goal 6: Action 2 Equitable & Adequate Support Services	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments indicate the significant achievement and learning gaps for the priority student groups. The 2023 Attendance, Chronic Absenteeism and Suspension data indicate higher levels of disengagement among the English learners, socio-economically disadvantaged students, and foster students. Feedback from staff and parents indicate a need for equitable and adequate support staff to provide a wide range of support services in order to achieve the desired student outcomes, particularly for these priority student groups. The 2025-26 District Benchmark Assessment data indicate that “English Learners” improved ELA proficiency (by 3%) and maintained the same percentage in Math; “Long-term English Learners” improved significantly in both ELA and Math (by 13% and 8% respectively); “Foster Students” improved ELA proficiency (by 3%) and maintained the same percentage in Math; “Socio-economically Disadvantaged Students” declined in ELA and Math (by 3% and 4% respectively). The 2025-26 District & School Services Survey indicates an overall level of 3.6 (on a 4-level scale) regarding the coordination and impact level of the various district departments and their support services in support of the district goals. Feedback from staff and parents continued to indicate a need for equitable and adequate support staff to provide a wide range of support services in order to achieve the desired student outcomes, particularly for the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students).	To ensure equitable access to quality school experiences for the priority student groups (i.e., English learners, socio-economically disadvantaged students, and foster students), this action will provide additional personnel for a wide range of support systems to address the needs of these priority students, such as: increasing access to educational technology and providing disaggregation and analysis of data to gain understanding of the needs of the priority student groups. This action is provided on a LEA-wide basis to integrate support services districtwide in order to maximize its impact in improving student outcomes for all students.	Progress in improving student success for the priority student groups and all students through equitable and adequate coordinated services will be monitored using: District Benchmark Assessments (ELA & Math) (Goal 2 Metrics #1 and #2) District & School Services – Coordination & Impact Level (Goal 6 Metric #1) Staff and Parent Feedback on Equitable and Adequate Support Services

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2: Action 5 English Learners & Long-Term English Learners Supports	The 2023 Dashboard Academic Indicators and the District Benchmark Assessments indicate the achievement and learning gaps for “English Learners.” The English Learner Progress Indicator (ELPI) identifies over 40% English learners not making satisfactory progress as measured by the English Language Proficiency Assessments for California (ELPAC). Feedback from staff and parents of English learners indicated a need to provide targeted programs and resources for English learners, with a focus on newcomers and “Long-term English Learners,” to promote their language and academic proficiency. The 2025-26 District Benchmark Assessment data indicate that “English Learners” improved ELA proficiency by 3% and maintained the same percentage in Math and “Long-term English Learners” improved significantly in both ELA and Math (by 13% and 8% respectively). While progress was evident, the 2025 Dashboard and the 2025-26 District Benchmark Assessment data continued to indicate the prevailing achievement and learning gaps for “English learners” and “Long-Term English Learners.” The 2025 English Learner Progress Indicator (ELPI) for all ELs was 45.6% (0.8% lower than the State rate of 46.4%), indicating over 50% English learners not making satisfactory progress as measured by the English Language Proficiency Assessments for California (ELPAC). The ELPI for LTELs was 69.6%, higher than the State rate of 49.1%. Feedback from all educational partners, including students, parents, and staff continued to indicate a strong need to provide targeted programs, staffing, and resources for English learners, with a focus on newcomers and Long-term English Learners, to promote their language and academic proficiency.	English learners will receive daily designated ELD (by proficiency level), integrated ELD Instruction for all core subjects, one-on-one and/or small group support from bilingual instructional assistants and student assessment assistants, and targeted intervention provided by EL interventionists. These services will provide support for English learners, including newcomers and long-term English learners, to develop language and academic proficiency effectively.	Progress in promoting the language and academic proficiency of English learners and all students will be monitored using: District Benchmark Assessments (ELA & Math) – English Learners & Long-term English Learners (Goal 1 Metrics #3 and #4) English Language Progress Indicator (ELPI) (Goal 2 Metric #3) Student, Parent & Staff Feedback on the English Learner Programs and Services

Goal 2: Action 7 Foster Students Supports	The 2023 Dashboard Academic Indicator data and the District Benchmark Assessment data indicate the achievement and learning gaps for “Foster Students.” Attendance, Chronic Absenteeism and Suspension data also suggest higher levels of disengagement for “Foster Students.” Feedback from staff indicated a need to provide targeted, whole-child programs and services for foster students to support their academic success, school engagement, and mental health. The 2025-26 District Benchmark data indicate that “Foster Students” improved ELA proficiency by 3% and maintained the same percentage in Math; however, the achievement and learning gaps for “Foster Students” remained in both ELA and Math. The 2025-26 District’s preliminary data indicate that Chronic Absenteeism and Suspension rates improved for “Foster Students.” Chronic Absenteeism rate decreased by 10%, and Suspension rate was 0% (decreased by 5%); however, attendance rate decreased by 3.3%. at the same rate. Feedback from parents, and staff continued to demonstrate strong support for the need to provide targeted, whole-child integrated programs and support services for foster students to promote their academic success, school engagement, and mental health.	Coordinated by the District Foster Student Liaison, foster students, based on the identified individual needs, will receive additional learning supplies and resources, daily check-ins by counselors, extended-day small group tutoring, and transportation when necessary to address their learning, engagement, and mental health needs.	Progress in promoting the academic success and mental health of foster students will be monitored using: District Benchmark Assessments (ELA & Math) – Foster Students (Goal 1 Metrics #3 and #4) Attendance, Chronic Absenteeism, and Suspension Rates – Foster Students (Goal 3 Metrics #1, #2, #4) Parent & Staff Feedback on the Foster Students Programs and Services

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.

Not Applicable

Additional Concentration Grant Funding

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

Garvey School District is projected to receive $1, 872,188 additional Concentration funds for 2026-2027. The District is committed to utilizing this add-on funding to retain staff providing direct services to students at the district schools all of which have a high concentration (above 55 percent) of foster youth, English learners, and low-income students. Specifically, the additional funding will be allocated to support the following action and service.
Goal 1, Action 7: Class Size Reduction
Based on the input from parents and staff, the District will use the additional concentration grant to retain thirteen teachers, to maintain a reasonable class size in order to increase one-on-one interaction and support for students with learning and/or behavioral and social-emotional challenges.

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$46,411,955.00	$15,643,675.00	33.71%	0.00%	33.71%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$40,487,757.00	$21,860,828.00	$0.00	$1,394,599.00	$63,743,184.00	$55,698,684.00	$8,044,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	21st Century Learning: Program Coordination & Monitoring	All	No				ongoing	$4,482,524	$0	$4,229,873	$252,651	$0	$0	$4,482,524	0.00%
1	2	21st Century Learning Programs & Resources	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	ongoing	$20,000	$75,000	$95,000	$0	$0	$0	$95,000	0.00%
1	3	Science, Technology, Engineering, & Mathematics (STEM)	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	ongoing	$613,714	$0	$578,714	$0	$0	$35,000	$613,714	0.00%
1	4	Visual and Performing Arts (VAPA)	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	ongoing	$1,672,653	$0	$947,026	$725,627	$0	$0	$1,672,653	0.00%

1	5	Dual Language Plus Programs	English learner (EL)	Yes	Schoolwide	English learner (EL)	Specific Schools, Dewey Elementary School Duff Language Magnet Academy Hillcrest Elementary School	ongoing	$309,479	$0	$204,967	$104,512	$0	$0	$309,479	0.00%
1	6	Physical Education	All	No				ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
1	7	Class Size Reduction	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	ongoing	$7,285,238	$0	$7,285,238	$0	$0	$0	$7,285,238	0.00%
1	8	Sufficiency of Textbooks and Materials	All	No				ongoing	$84,000	$320,000	$84,000	$320,000	$0	$0	$404,000	0.00%
2	1	Multi-Tiered System of Supports (MTSS: Academic Services): Program Coordination & Monitoring	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$266,006	$0	$210,701	$55,305	$0	$0	$266,006	0.00%
2	2	MTSS: During School Academic Intervention (Certificated Services)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$181,762	$0	$181,762	$0	$0	$0	$181,762	0.00%
2	3	MTSS: During School Academic Intervention (Classified Services)	All	No				ongoing	$434,693	$0	$0	$0	$0	$434,693	$434,693	0.00%
2	4	MTSS: Extended-Year Academic Intervention	All	No				ongoing	$0	$1,900,000	$0	$1,900,000	$0	$0	$1,900,000	0.00%
2	5	English Learners & Long-Term English Learners Supports	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	$1,008,994	$0	$1,008,994	$0	$0	$0	$1,008,994	0.00%
2	6	Socioeconomically Disadvantaged Students Supports	Low Income	No				ongoing	$0	$3,281,000	$0	$3,281,000	$0	$0	$3,281,000	0.00%
2	7	Foster Students Supports	Foster Youth	Yes	Limited	Foster Youth	All Schools	ongoing	$9,000	$19,000	$20,000	$0	$0	$8,000	$28,000	0.00%
2	8	Homeless Students Supports	Homeless	No				ongoing	$0	$60,000	$0	$0	$0	$60,000	$60,000	0.00%

2	9	Students with Disabilities Supports	Student with Disabilities (SWD)	No				ongoing	$6,041,232	$2,000,000	$0	$8,041,232	$0	$0	$8,041,232	0.00%
2	10	Hispanic Students Supports	Hispanic or Latino	No				ongoing	$152,429	$0	$0	$152,429	$0	$0	$152,429	0.00%
2	11	Advanced Students Supports	GATE	No				ongoing	$60,000	$58,000	$0	$106,000	$0	$12,000	$118,000	0.00%
3	1	Multi-Tiered System of Supports (MTSS: Whole Child Services): Program Coordination & Monitoring (repeated expenditure, Goal 1, Action 1)	All	No				ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	2	MTSS Whole Child Services: Program Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$129,510	$0	$129,510	$0	$0	$0	$129,510	0.00%
3	3	Student Engagement & Leadership Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$12,311	$82,000	$94,311	$0	$0	$0	$94,311	0.00%
3	4	Mental Health & Social-Emotional Supports	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$3,823,442	$80,000	$1,676,756	$2,164,174	$0	$62,512	$3,903,442	0.00%
3	5	Health & Safety Supports	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$1,363,019	$0	$1,000,880	$362,139	$0	$0	$1,363,019	0.00%
4	1	Fully Credentialed and Appropriately Assigned Teachers	All	No				ongoing	$24,785,968	$0	$20,520,209	$4,265,759	$0	$0	$24,785,968	0.00%
4	2	Beginning Teachers Supports	All	No				ongoing	$25,000	$3,000	$0	$0	$0	$28,000	$28,000	0.00%
4	3	Certificated Staff Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$595,000	$0	$580,000	$0	$0	$15,000	$595,000	0.00%

4	4	Classified Staff Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$90,000	$0	$90,000	$0	$0	$0	$90,000	0.00%
4	5	Student Engagement & Leadership Development Programs Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$40,000	$150,000	$150,000	$40,000	$0	$0	$190,000	0.00%
4	6	Dual Language Plus Program Professional Development	All	No				ongoing	$110,000	$0	$0	$90,000	$0	$20,000	$110,000	0.00%
5	1	Parent Engagement & Participation	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$11,500	$4,500	$10,000	$0	$0	$6,000	$16,000	0.00%
5	2	Parent Communication	All	No				ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
5	3	Parent Education	All	No				ongoing	$10,000	$2,000	$0	$0	$0	$12,000	$12,000	0.00%
5	4	Parent Support Staff	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$1,041,491	$0	$340,097	$0	$0	$701,394	$1,041,491	0.00%
6	1	Responsive, Clearly-Articulated & Coordinated Accountability and Support System	All	No				ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
6	2	Equitable & Adequate Support Services	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$1,039,719	$0	$1,039,719	$0	$0	$0	$1,039,719	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$46,411,955.00	$15,643,675.00	33.71%	0.00% - No Carryover	33.71%	$15,643,675.00	0.00%	33.71%	**Total:**	$15,643,675.00
								LEA-wide Total:	$14,409,714.00
								Limited Total:	$1,028,994.00
								Schoolwide Total:	$204,967.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	21st Century Learning Programs & Resources	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$95,000.00	0.00%
1	3	Science, Technology, Engineering, & Mathematics (STEM)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$578,714.00	0.00%
1	4	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$947,026.00	0.00%
1	5	Dual Language Plus Programs	Yes	Schoolwide	English learner (EL)	Specific Schools, Dewey Elementary School Duff Language Magnet Academy Hillcrest Elementary School	$204,967.00	0.00%

1	7	Class Size Reduction	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$7,285,238.00	0.00%
2	1	Multi-Tiered System of Supports (MTSS: Academic Services): Program Coordination & Monitoring	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$210,701.00	0.00%
2	2	MTSS: During School Academic Intervention (Certificated Services)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$181,762.00	0.00%
2	5	English Learners & Long-Term English Learners Supports	Yes	Limited	English learner (EL)	All Schools	$1,008,994.00	0.00%
2	7	Foster Students Supports	Yes	Limited	Foster Youth	All Schools	$20,000.00	0.00%
3	2	MTSS Whole Child Services: Program Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$129,510.00	0.00%
3	3	Student Engagement & Leadership Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$94,311.00	0.00%
3	4	Mental Health & Social-Emotional Supports	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,676,756.00	0.00%
3	5	Health & Safety Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,000,880.00	0.00%
4	3	Certificated Staff Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$580,000.00	0.00%
4	4	Classified Staff Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$90,000.00	0.00%
4	5	Student Engagement & Leadership Development Programs Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$150,000.00	0.00%
5	1	Parent Engagement & Participation	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$10,000.00	0.00%
5	4	Parent Support Staff	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$340,097.00	0.00%
6	2	Equitable & Adequate Support Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,039,719.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$58,257,942.00	$60,494,749.00

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	21st Century Learning: Program Coordination & Monitoring	No	$3,979,768.00	$4,149,294.00
1	2	21st Century Learning Programs & Resources	Yes	$80,000.00	$81,575.00
1	3	Science, Technology, Engineering, & Mathematics (STEM)	Yes	$568,294.00	$570,687.00
1	4	Visual and Performing Arts (VAPA)	Yes	$1,563,029.00	$1,596,835.00
1	5	Dual Language Plus Programs	Yes	$220,315.00	$230,013.00
1	6	Physical Education	No	$7,000.00	$6,405.00
1	7	Class Size Reduction	Yes	$6,894,323.00	$7,028,642.00
1	8	Sufficiency of Textbooks and Materials	No	$400,000.00	$396,889.00
2	1	Multi-Tiered System of Supports (MTSS: Academic Services): Program Coordination & Monitoring	Yes	$257,612.00	$252,916.00
2	2	MTSS: During School Academic Intervention (Certificated Services)	Yes	$174,457.00	$173,875.00
2	3	MTSS: During School Academic Intervention (Classified Services)	No	$369,216.00	$402,005.00
2	4	MTSS: Extended-Year Academic Intervention	No	$1,700,000.00	$1,896,431.00
2	5	English Learners & Long-Term English Learners	Yes	$1,140,265.00	$1,178,644.00

		Supports			
2	6	Socioeconomically Disadvantaged Students Supports	No	$2,000,000.00	$3,280,921.00
2	7	Foster Students Supports	Yes	$20,000.00	$21,980.00
2	8	Homeless Students Supports	No	$40,000.00	$58,350.00
2	9	Students with Disabilities Supports	No	$7,329,958.00	$7,503,167.00
2	10	Hispanic Students Supports	No	$121,000.00	$131,000.00
2	11	Advanced Students Supports	No	$120,000.00	$115,644.00
3	1	Multi-Tiered System of Supports (MTSS: Whole Child Services): Program Coordination & Monitoring (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
3	2	MTSS Whole Child Services: Program Support	Yes	$125,328.00	$124,673.00
3	3	Student Engagement & Leadership Development	Yes	$65,925.00	$62,192.00
3	4	Mental Health & Social-Emotional Supports	Yes	$3,591,083.00	$3,499,841.00
3	5	Health & Safety Supports	Yes	$1,286,220.00	$1,267,743.00
4	1	Fully Credentialed and Appropriately Assigned Teachers	No	$23,522,981.00	$23,639,861.00
4	2	Beginning Teachers Supports	No	$28,000.00	$30,987.00
4	3	Certificated Staff Professional Development	Yes	$566,233.00	$574,753.00
4	4	Classified Staff Professional Development	Yes	$87,237.00	$88,646.00
4	5	Student Engagement & Leadership Development Programs Professional Development	Yes	$90,000.00	$82,976.00
4	6	Dual Language Plus Program Professional Development	No	$90,000.00	$95,000.00
5	1	Parent Engagement & Participation	Yes	$16,000.00	$17,558.00
5	2	Parent Communication	No	$0.00	$0.00

5	3	Parent Education	No	$12,000.00	$11,556.00
5	4	Parent Support Staff	Yes	$883,524.00	$924,760.00
6	1	Responsive, Clearly-Articulated & Coordinated Accountability and Support System	No	$0.00	$0.00
6	2	Equitable & Adequate Support Services	Yes	$908,174.00	$998,930.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$15,166,112.00	$14,808,033.00	$15,175,622.00	($367,589.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	21st Century Learning Programs & Resources	Yes	$80,000.00	$81,575.00	0.00%	0.00%
1	3	Science, Technology, Engineering, & Mathematics (STEM)	Yes	$533,294.00	$553,810.00	0.00%	0.00%
1	4	Visual and Performing Arts (VAPA)	Yes	$888,571.00	$926,107.00	0.00%	0.00%
1	5	Dual Language Plus Programs	Yes	$220,315.00	$230,013.00	0.00%	0.00%
1	7	Class Size Reduction	Yes	$6,894,323.00	$7,028,642.00	0.00%	0.00%

2	1	Multi-Tiered System of Supports (MTSS: Academic Services): Program Coordination & Monitoring	Yes	$257,612.00	$206,880.00	0.00%	0.00%
2	2	MTSS: During School Academic Intervention (Certificated Services)	Yes	$174,457.00	$173,875.00	0.00%	0.00%
2	5	English Learners & Long-Term English Learners Supports	Yes	$1,140,265.00	$1,178,644.00	0.00%	0.00%
2	7	Foster Students Supports	Yes	$20,000.00	$14,330.00	0.00%	0.00%
3	2	MTSS Whole Child Services: Program Support	Yes	$125,328.00	$124,673.00	0.00%	0.00%
3	3	Student Engagement & Leadership Development	Yes	$65,925.00	$62,192.00	0.00%	0.00%
3	4	Mental Health & Social-Emotional Supports	Yes	$1,544,010.00	$1,618,299.00	0.00%	0.00%
3	5	Health & Safety Supports	Yes	$947,586.00	$934,547.00	0.00%	0.00%
4	3	Certificated Staff Professional Development	Yes	$551,233.00	$574,753.00	0.00%	0.00%
4	4	Classified Staff Professional Development	Yes	$87,237.00	$88,646.00	0.00%	0.00%
4	5	Student Engagement & Leadership Development Programs Professional Development	Yes	$60,000.00	$52,755.00	0.00%	0.00%
5	1	Parent Engagement & Participation	Yes	$10,000.00	$9,058.00	0.00%	0.00%
5	4	Parent Support Staff	Yes	$299,703.00	$317,893.00	0.00%	0.00%
6	2	Equitable & Adequate Support Services	Yes	$908,174.00	$998,930.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$44,963,596.00	$15,166,112.00	0.00%	33.73%	$15,175,622.00	0.00%	33.75%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,222,087.00	$83,000.00	$15,000.00	$74,512.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	21st Century Learning: Program Coordination & Monitoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,482,524.00
1	2	21st Century Learning Programs & Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$95,000.00
1	3	Science, Technology, Engineering, & Mathematics (STEM)	$0.00	$20,000.00	$15,000.00	$0.00	$0.00	$0.00	$613,714.00
1	4	Visual and Performing Arts (VAPA)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,672,653.00
1	5	Dual Language Plus Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$309,479.00
1	6	Physical Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00

1	7	Class Size Reduction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,285,238.00
1	8	Sufficiency of Textbooks and Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$404,000.00
2	1	Multi-Tiered System of Supports (MTSS: Academic Services): Program Coordination & Monitoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$266,006.00
2	2	MTSS: During School Academic Intervention (Certificated Services)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$181,762.00
2	3	MTSS: During School Academic Intervention (Classified Services)	$434,693.00	$0.00	$0.00	$0.00	$0.00	$0.00	$434,693.00
2	4	MTSS: Extended-Year Academic Intervention	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,900,000.00
2	5	English Learners & Long-Term English Learners Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,008,994.00
2	6	Socioeconomically Disadvantaged Students Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,281,000.00
2	7	Foster Students Supports	$8,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$28,000.00
2	8	Homeless Students Supports	$60,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,000.00
2	9	Students with Disabilities Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,041,232.00
2	10	Hispanic Students Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$152,429.00
2	11	Advanced Students Supports		$0.00	$0.00	$12,000.00	$0.00	$0.00	$118,000.00
3	2	MTSS Whole Child Services: Program Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$129,510.00

3	3	Student Engagement & Leadership Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$94,311.00
3	4	Mental Health & Social-Emotional Supports	$0.00	$0.00	$0.00	$62,512.00	$0.00	$0.00	$3,903,442.00
3	5	Health & Safety Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,363,019.00
4	1	Fully Credentialed and Appropriately Assigned Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$24,785,968.00
4	2	Beginning Teachers Supports	$0.00	$28,000.00	$0.00	$0.00	$0.00	$0.00	$28,000.00
4	3	Certificated Staff Professional Development	$0.00	$15,000.00	$0.00	$0.00	$0.00	$0.00	$595,000.00
4	4	Classified Staff Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$90,000.00
4	5	Student Engagement & Leadership Development Programs Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$190,000.00
4	6	Dual Language Plus Program Professional Development	$0.00	$20,000.00	$0.00	$0.00	$0.00	$0.00	$110,000.00
5	1	Parent Engagement & Participation	$6,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$16,000.00
5	2	Parent Communication	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	3	Parent Education	$12,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,000.00
5	4	Parent Support Staff	$701,394.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,041,491.00
6	1	Responsive, Clearly-Articulated & Coordinated Accountability and Support System	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

6	2	Equitable & Adequate Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,039,719.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).