

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jefferson Union High School District

CDS Code: 41-68924-4133393

School Year: 2025-26

LEA contact information:

Kareen Baca

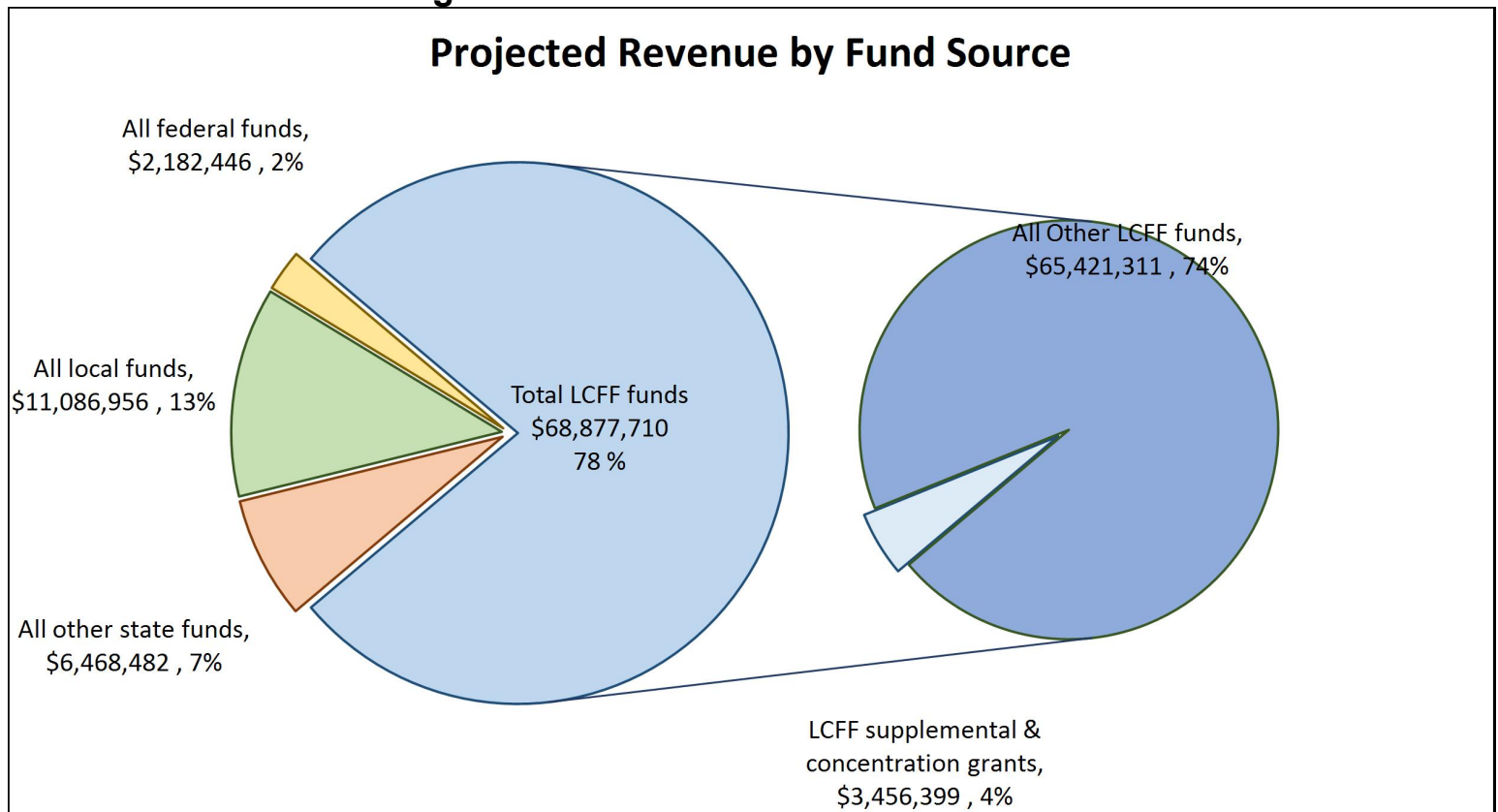
Deputy Superintendent of Educational Services

kbaca@jeffersonunion.net

650-550-7947

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

Budget Overview for the 2025-26 School Year

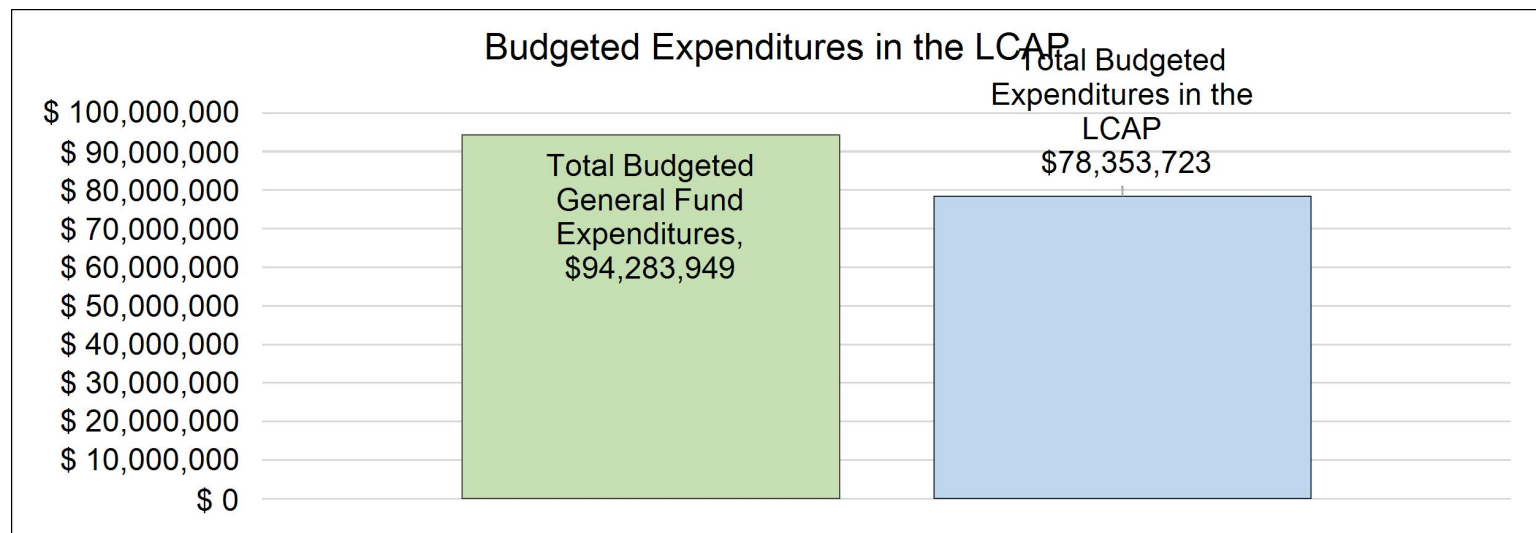


This chart shows the total general purpose revenue Jefferson Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jefferson Union High School District is \$88,615,594, of which \$68877710 is Local Control Funding Formula (LCFF), \$6468482 is other state funds, \$11086956 is local funds, and \$2182446 is federal funds. Of the \$68877710 in LCFF Funds, \$3456399 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Jefferson Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Jefferson Union High School District plans to spend \$94,283,949 for the 2025-26 school year. Of that amount, \$78,353,723 is tied to actions/services in the LCAP and \$15,930,226 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

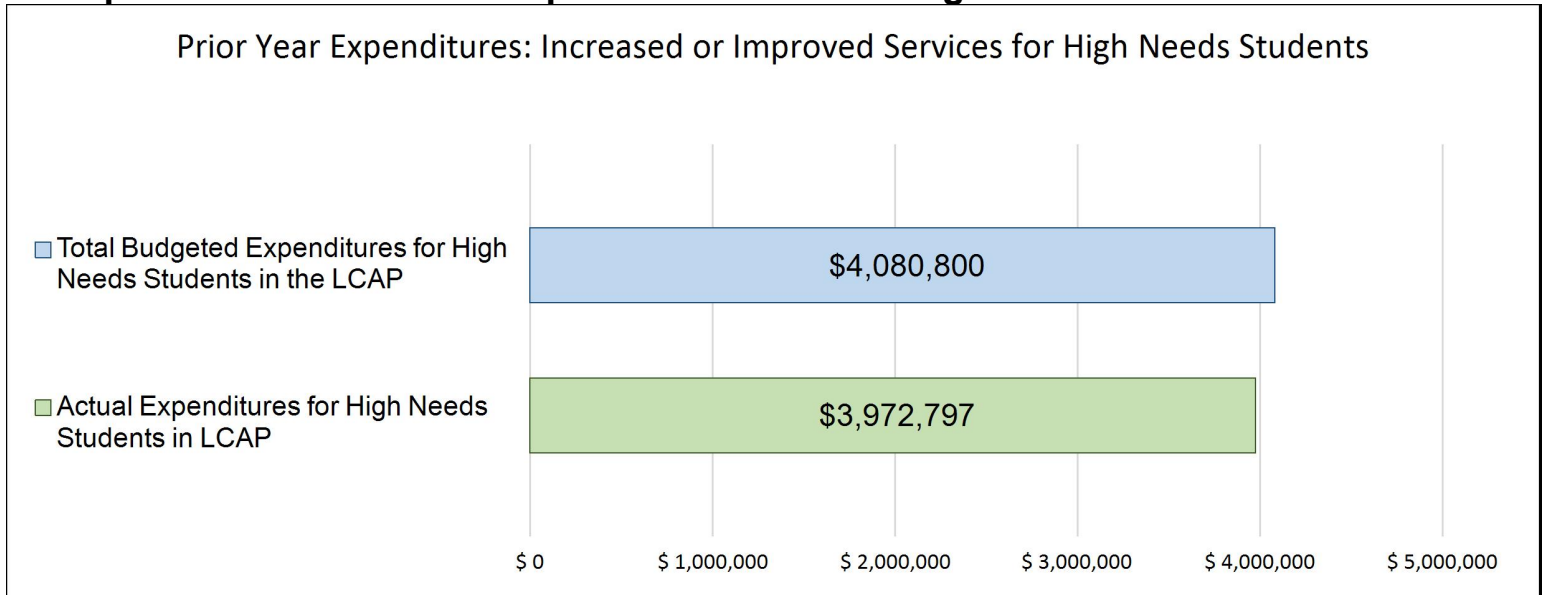
General operations.

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

In 2025-26, Jefferson Union High School District is projecting it will receive \$34,563,999 based on the enrollment of foster youth, English learner, and low-income students. Jefferson Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jefferson Union High School District plans to spend \$4,558,647 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Jefferson Union High School District's LCAP budgeted \$4,080,800.00 for planned actions to increase or improve services for high needs students. Jefferson Union High School District actually spent \$3,972,796.53 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$108,003.47 had the following impact on Jefferson Union High School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was minimal, and the impact on high-needs students was limited. However, a key challenge has been the ongoing difficulty in recruiting and retaining a Family Liaison at Jefferson High School. This position is critical for supporting English Learners, particularly newcomer students, as it helps bridge the gap between families and the school system. A Family Liaison plays an essential role in ensuring effective communication, facilitating enrollment and orientation, connecting families with community resources, and fostering trust between home and school. For newcomer families who may be navigating a new country, language, and education system, the presence of a dedicated liaison is instrumental in promoting student engagement, school attendance, and overall academic success.

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
Jefferson Union High School District	Kareen Baca Deputy Superintendent of Educational Services	kbaca@jeffersonunion.net 650-550-7947

Plan Summary [2025-26]

General Information

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

Jefferson Union High School District, a community-funded District, situated just about 10 miles south of San Francisco, prides itself on being a premier learning community dedicated to guiding all students toward successful post-secondary learning and careers. The District comprises three traditional high schools, one alternative school, one continuation school, and adult programs that include Adult Transition and Adult School. The district serves the diverse communities of Bayshore, Brisbane, Broadmoor, Daly City, and Pacifica. With a committed staff of approximately 500 employees, the district is deeply invested in providing quality education and comprehensive support to its students.

In the 2024-2025 academic year, the district enrolled 3,715 students, which is approximately a 0.24% increase from the previous year. Demographically, 36% of students identify as Hispanic/Latino, 24% as Filipino, 16% as White, 15% as Asian, 7% as Two or More, 1% as Black/African American, and less than 1% as Pacific Islander and Native American. Additionally, the district serves approximately 15% of Students Learning English (EL), 13% of students with disabilities, and 35% who are identified as socioeconomically disadvantaged. The percentage of unduplicated students totals around 39%. None of the schools are eligible to receive additional funds under the LCFF Equity Multiplier.

As the district enters the 2025-2026 academic year, the primary focus remains on dismantling systems that have consistently led to unfair outcomes. The JUHSD's Equity Policy, which is reflected throughout the LCAP, articulates the commitment to "providing an education that is not just equitable but disrupts systemic barriers embedded in our current education system. We are committed to becoming a district that does not allow a student's identity or their present circumstances to predetermine their educational outcomes. We work to become a district

where adults act with courage in centering the needs of all our students by meeting them where they are and preparing them for the life that awaits them once they graduate."

In addition to equity concerns, the district recognizes the importance of attracting and retaining high-quality staff. Acknowledging challenges posed by relatively low teacher salaries compared to neighboring districts, the district has taken proactive steps, including the opening of 122 units of below-market-rate housing for staff in May 2022. Plans are underway to further increase the district's salary scale by redeveloping other district properties, with the aim of enhancing staff retention and ensuring program continuity.

Reflections: Annual Performance

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

2024 Dashboard Data

Success:

JUHSD is proud to share that our "All Students" group achieved a Green indicator for English Language Arts under Academic Performance, demonstrating strong academic growth and proficiency. We also earned Green indicators for both the Suspension Rate and the College and Career Indicator, reflecting our district's commitment to fostering student well-being and preparing students for postsecondary success.

In addition, our Asian and Two or More Races student groups achieved Blue or Green indicators across all measured areas, highlighting JUHSD's ongoing efforts to promote equity and support high levels of achievement for all learners.

Challenges:

While we celebrate these successes, JUHSD remains committed to continuous improvement. Strengthening academic performance in Mathematics, particularly on the Smarter Balanced Assessment, is a key focus area. We also recognize the need to better support our English Learners, as the English Language Proficiency Indicator declined from Green to Orange on the Dashboard.

To address the need for improvement in Mathematics, JUHSD is emphasizing continuous collaboration across course-alike teams to align unit objectives and strengthen instructional practices. In addition, all schools have incorporated weekly interim assessment practice problems modeled after the CAASPP to build students' familiarity with question styles and reinforce key concepts through regular retrieval practice.

For English Language Development, we identified that students need additional support in the listening domain, an area where performance has been challenging. In response, JUHSD piloted the K12 Summit program this year, providing students with targeted practice across all ELPAC domains, with a particular focus on strengthening listening skills.

2023 Dashboard Data

Districtwide:

- English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities received red indicators in both ELA and math.
- Pacific Islanders received a red indicator in suspension rates

Schoolwide:

- Jefferson HS - English Learners and Hispanics received red indicators in ELA and math
- Oceana - Hispanics received a red indicator in math
- Terra Nova - all students and Hispanics received a red indicator in ELA
- Westmoor - English Learners and Hispanics received red indicators in ELA and math
- Jefferson HS - Multiple Races received red indicators in suspension rates
- Westmoor HS - Hispanics received red indicators in suspensions rates

Moreover, Thornton High School received the lowest performance level for College and Career Indicator for all students, Hispanics, and socioeconomically disadvantaged students, while also facing red indicators for graduation rates for all students and Hispanic students.

Here is a link to the summary of red indicators <https://docs.google.com/spreadsheets/d/1LtdNfb4-xXSgqrCCZIs-QJFZ6ATem7WpimyMu7eAZuE/edit?usp=sharing>

Addressing these disparities is a primary focus of the actions and strategies outlined in the LCAP. Implementation of Universal Design for Learning and curriculum alignment aim to address the academic performance issues, while Restorative Practices will help with suspension rates. Additionally, conducting a root cause analysis will guide the development of targeted plans to enhance graduation rates and college and career readiness at Thornton High School.

Reflections: Technical Assistance

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

Not applicable

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.

Not 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
Teachers, School Counselors, Wellness Counselors, Education Specialists	School Counseling Meeting - April 25, 2025 Wellness Counseling Meeting - May 5, 2025 District Advisory Committee Meeting - February 26 and May 15, 2025 Special Education Parent Advisory Meeting - May 19, 2025 Feedback Survey to all Staff - May 9 - June 3, 2025 Objctives: - Reviewed previous year's actions and consulted for feedback to help inform the 205-26 LCAP - Conducted needs assessment for the Learning Recovery Emergency Block Grant
Principals and Other Administrators	Instructional Council Meeting - May 7, 2025 Objective: Reviewed proposed goals, actions and services and consulted for feedback
Local Bargaining Units	District Advisory Committee Meeting - February 26 and May 15, 2025 Meeting with AFT President - May 8, 2025 Obejctive: Reviewed previous year's actions and consulted for feedback to help inform the 2025-26 LCAP

Educational Partner(s)	Process for Engagement
Parents and Students	District Advisory Committee (DAC) Meeting - February 26, 2025 - Members include: 5 students, 4 parents/guardians, 1 Trustee, 3 certificated staff, 1 classified staff, 5 administrators) Special Education Parent Advisory Meeting - May 19, 2025 - Members include 4 parents/guardians and 2 administrators Objectives: -Reviewed previous year's actions and consulted for feedback to help inform the 2025-26 LCAP - Conducted needs assessment for the Learning Recovery Emergency Block Grant District Advisory Committee - May 15, 2025 District English Language Advisory Committee (DELAC) Meeting - May 15, 2025 Feedback Survey to all Staff - May 9 - June 3, 2025 Objective: - Presented 2025-2026 LCAP - No comments were submitted from DAC and DELAC. Written response not needed.
SELPA	Compliance and Improvement Monitoring Monthly Meeting Obejctive: Reviewed Significant Disproportionality plan strategies which are integrated to the LCAP
Other School Personnel	Board Study Session - April 19, 2025 Objective: Reviewed proposed goals, actions and services and consulted for feedback on the LCAP
Public Hearing	June 3, 2025 No public comments shared during the board meeting
Board Adoption	June 17, 2025

Actions Incorporated into the LCAP Based on Feedback:

Students

Feedback through the Student Advisory Committee, Surveys, and District Advisory Committee meetings

- Goal 2.6d -Strengthen communication and outreach efforts to promote awareness and use of the anonymous reporting platform, StopIt, ensuring students, staff, and families understand how to access and utilize the tool effectively
- Goal 4.3d - School counselors will meet with every student on their caseload at least once per year
- Goal 4.5c - Develop a comprehensive college application timeline and provide after-hours drop-in sessions to support students with the college application process
- Goal 7.8d - Increase allocation to support Associated Student Body training

Parents/Guardians

Feedback through discussion during Parent Advisory Committee meetings (DELAC, ELAC and SEPAC), District Advisory Committee Feedback, and Survey

5.1d Establish a Bridge Program to support the needs of newcomer students enrolling with little to no credits. Include opportunities for Bridge students to interact with peers at the comprehensive high schools, providing meaningful practice in English language skills through social and academic engagement.

6.6c c. Organize a parent engagement event designed to foster connections between families and school staff.

6.7a. Safety Care Training on de-escalation of staff and student. Explore ways to offer informational training to staff on de-escalation techniques

6.7c. Universal Design for Learning. Develop strategies to communicate UDL-related instructional shifts to students so they understand how these changes support their learning.

Teachers/Staff/AFT 1481

Feedback through meetings, surveys, focus groups and District Advisory Committee

4.1l - l. Promote understanding of career pathways available through trades programs.*

4.2b - Hire CTE pathway experts to support and mentor students.

6.3f - f. Explore pathways to support General Education teachers in earning a Special Education credential.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Cultivate a Culture of Diversity, Equity, Inclusion & Belonging	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

JUHSD has developed this goal in response to an analysis of student outcome data revealing persistent gaps in performance and significant disproportionality among student groups, particularly students with learning disabilities, English learners, Hispanic students, and African American students. This goal is grounded in the Equity Policy and reflects JUHSD's commitment to dismantling systemic barriers and ensuring that every student has equitable access to educational opportunities. The goal is to create a district where students' identities or circumstances do not predict their academic outcomes. By intentionally addressing disparities, prioritizing the needs of historically underserved students, and meeting learners at their individual starting points, the LEA aims to cultivate a culture of inclusivity and prepare all students for success beyond graduation.

Note: Metrics with "0" baseline indicates that the baseline will be collected in 2025-26.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Equity Survey Percentage of students who respond with 'usually (3)' or 'most of the time (4)' when asked if they feel seen, heard, or valued at school Data Source: Local Survey	2023-24 All student = 78% African American = 61% Asian = 81% Filipino = 79% Hispanic = 75% White = 79% 2 or More = 81% English Learner = 77% Students with Disabilities = 78%	2024-25 Percentage of students who respond with 'usually (3)' or 'most of the time (4)' when asked if they feel seen, heard, or valued at school		2026-27 All student = >85% African American = >85% Asian = >85% Filipino = >85% Hispanic = >85% White = >85% 2 or More = >85% English Learner = >85%	All student = 1% decrease African American = 13% increase Asian = 86% Filipino = 5% increase Hispanic = no change Pacific Islander = 17% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All student = 77% African American = 74% Asian = 86% Filipino = 82% Hispanic = 75% Pacific Islander = 84% White = 74% 2 or More = 69% English Learner = 82% Students with Disabilities = 73%		Students with Disabilities = >85%	White = 5% decrease 2 or More = 12% decrease English Learner = 5% increase Students with Disabilities = 5% decrease
1.2	Staff Equity Survey Percent of staff participation in the Staff Equity Survey Data Source: Local Survey	2023-24 0	2024-25 (baseline year) 35% of staff participated in the Staff Equity Survey		2026-27 >80% staff participation	No difference. Baseline set this year.
1.3	Ethnic Studies Feedback Percent of staff familiar with the ethnic studies program at JUHSD Data Source: Local Survey	2023-24 0	2024-25 60% of staff is familiar with JUHSD's Ethnic Studies Program		2026-27 >80% staff is familiar with JUHSD's ethnic studies program	No difference. Baseline set this year.
1.4	Teacher Ethnic Representation Ratio	2023-24 Teacher Ethnic Representation Ratio:	2024-25		2026-27 Increase Hispanic teacher	Teacher Ethnic Representation Ratio:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Measures the proportion of teachers from a specific ethnic group compared to the proportion of students from the same ethnic group within a school or district > 1 indicates overrepresentation of teachers from a particular ethnic group relative to students of the same group <1 indicates underrepresentation of teachers from a specific ethnic group relative to students of the same group =1 indicates parity in representation between teachers and students of the same ethnic group Data Source: CALPADS Report 1.4 and 4.4	African American = 0.67 Asian = 0.53 Filipino = 0.68 Hispanic = 0.32 White = 3.68 2 or More = 0.42	Teacher Ethnic Representation Ratio: African American = 1 Asian = 0.47 Filipino = 0.58 Hispanic = 0.39 White = 3.68 2 or More = 0.43		representation ratio to at least 0.50	African American = increased by 0.33 Asian = decreased by 0.06 Filipino = decreased by 0.10 Hispanic = increased by 0.07 White = no change 2 or More = increased by 0.01 The Hispanic teacher representation ratio for 2024-25 is 0.11 below the target outcome
1.5	Risk Ratio of African American Students Identified with Specific Learning Disabilities	2023-24 4.72 of African American students are more likely to be	2024-25 Risk ratio = 2.92 African American students are 2.92		2026-27 The disproportionality rate for African	The risk ratio for African American students identified with Specific Learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Measures the disparity in the identification rates of specific learning disabilities (SLD) among African American students compared to students of other racial or ethnic backgrounds Data Source: Annual Determination Letter	identified with Specific Learning Disability compared to other race/ethnicity	times more likely to be identified with a Specific Learning Disability compared to students of other racial/ethnic groups		Americans identified with Specific Learning Disabilities will be less than 3.0	Disabilities decreased by 1.8, bringing the current ratio down to 2.92. This meets the target outcome set for the 2026–27 school year.
1.6	School Liaison Meeting with identified trans, non-binary students Percent of identified trans/non-binary students who meet with the school liaison Data Source: Student Information System	2023-24 0	2024-25 67% of students who identify as transgender or non-binary met with their school liaison		2026-27 >75% of students who identify as trans/non-binary will meet with the LGBTQ+ school liaison	No difference. Baseline set this year.
1.7	Equity Focused Professional Development Percent of staff participating in equity focused professional development Learning Recovery Emergency Block Grant Metric	2023-24 0	2023-24 0		2026-27 >50% of staff participated in equity focused professional development	Baseline set in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local data collection					

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 focuses on building a culture of diversity, equity, inclusion, and belonging through staff development, student voice, curriculum alignment, and systemic equity strategies. Overall, implementation is progressing across multiple initiatives, with most actions either fully or partially underway. Equity-focused staffing and partnerships have supported professional learning and curricular redesign, while several community-building strategies are still in the planning or early implementation phase.

Successes:

- Partnership with National Equity Project (1.1): The District Redesign Network is actively developing “safe-to-fail” strategies based on empathy interviews. Site Equity Teams continue to receive coaching support aligned to site-specific equity challenges.
- TOSA for Equity and Ethnic Studies (1.3): The TOSA has supported site equity planning, led student/staff listening sessions, and helped revise the Ethnic Studies scope and sequence. Field trips and site PD have expanded understanding of the curriculum’s purpose and impact.
- Equity Teams and Walkthroughs (1.4): Equity work is embedded at each site with strategies tailored to local contexts (e.g., PD on microaggressions, SEL Tier 2 system design, observation protocols).

Partially Implemented Actions:

- Anti-Bias/Anti-Racism PD (1.2): A racial healing PD session was held, led by staff trained through the Equity Leader Lab. While implementation has begun, broader rollout across sites is still in development.
- Ethnic Studies Implementation (1.9): Three out of four sites now require the 9th-grade Ethnic Studies course. Upper-level courses are being piloted, and administrator training is underway. Observation tools and staff understanding assessments are still in progress.
- Significant Disproportionality Plan (1.11): A root cause analysis identified access barriers and a lack of inclusive environments for African American students. A group of 85 students has been targeted for mentoring, and their teachers are engaging in PD to improve instructional climate.

In Planning or Early Stages:

- Students Organized Against Racism (SOAR) (1.5): Launch is planned for late spring, with sites currently identifying student leaders.
- Workforce Equity Plan (1.7): HR is developing recruitment materials that reflect student diversity and highlight the district’s inclusive culture to attract and retain staff of color.

-Affinity Groups (1.8): Planning is underway, with staff seeking training on facilitation. These groups aim to foster connection, identity affirmation, and belonging.

-LGBTQ+ Supports and Training (1.10): Actions remain in the planning stage. Fireside chats, inclusive practices, and ongoing training are planned but not yet implemented.

-Equity Lens Tool (1.6): The tool is being explored for broader integration in decision-making. Input is being gathered from visitors to JUHSD's Learning Lab.

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.

- 1.1 Partnership with National Equity Project -The expenditure was lower than budgeted because the district did not utilize all of the allocated hours for meetings and trainings.
- 1.2 Anti bias/Anti racism Professional Development for all staff - The expenditure was lower than budgeted because the district did not utilize all of the allocated hours for meetings and trainings.
- 1.3 Teacher on Special Assignment (TOSA) for Equity, Inclusion, and Belonging and Ethnic Studies - The expenditure exceeded the budgeted amount due to the hiring of a veteran employee whose placement falls within a higher salary range.
- 1.4 Maintain and sustain Equity Teams - The expenditure exceeded the budgeted cost as the number of equity meetings increased at each school sites.
- 1.5 Students Organized Against Racism - No expenditures were made for materials during the reporting period.
- 1.6 Equity Lens Tool - There were no additional costs, as the action is embedded within the existing responsibilities of current staff.
- 1.7 Workforce Equity Plan - There were no additional costs, as the action is embedded within the existing responsibilities of current staff.
- 1.8 Affinity Groups - Training costs were lower than expected because only one staff member participated, resulting in minimal expense.
- 1.9 Ethnic Studies implementation across all school sites - The expenditure was lower than expected because administrator training was completed in the previous year.
- 1.10 LGBTQ+ training, resources, and supports for students, staff, and families - The expenditure was lower than budgeted because the district did not utilize all of the allocated hours for meetings and trainings.
- 1.11 Significant Disproportionality plan implementation - The budgeted cost is for up until September 2026. The cost expended was only for the spring semester of 2025.

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

The actions have demonstrated moderate progress toward the goal of advancing equity and inclusion. The Teacher on Special Assignment has effectively led the development of the Ethnic Studies scope and sequence, and most school sites have implemented 9th-grade Ethnic Studies courses. These efforts reflect meaningful movement toward institutionalizing culturally responsive instruction.

At the same time, some actions remain in early stages or have had limited reach. For instance, the affinity group initiative is still in the facilitator training phase, and districtwide LGBTQ+ training has been implemented on a limited basis. While these actions have not yet reached full impact, they are laying important groundwork.

It is important to view these outcomes through a liberatory lens that recognizes the complexity of equity work. Progress is often non-linear, and building systems that truly support marginalized students requires time, reflection, and iteration. The variability in effectiveness across actions reflects the realities of shifting mindsets, building staff capacity, and navigating competing priorities.

Overall, initiatives that have been grounded in structured planning, site ownership, and student voice have seen the greatest impact so far. Continued investment in relationship-building, reflection, and adaptive implementation will be key to deepening this work in the years ahead.

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

Several adjustments were made to Goal 1 actions after reflecting on implementation progress and site feedback. While the overall goal remains unchanged, specific actions have been revised to improve feasibility and equity of impact:

Equity Lens Tool (Action 6):

Reflection revealed that a one-size-fits-all tool was too complex for districtwide adoption. In response, the plan was adjusted to create multiple, differentiated versions of the tool for staff, students, and administrators to improve usability and adoption.

Workforce Equity Plan (Action 7):

Initial planning did not progress as expected due to limited staff capacity. The action will remain in development, with a focus on outlining foundational components in the upcoming year before implementation.

Ethnic Studies Administrator Support (Action 9b):

This action was removed from the district-level plan and shifted to be implemented at the site level, acknowledging that principals are well-positioned to lead localized support for Ethnic Studies without additional centralized resources.

LGBTQ+ Training (Action 10b):

Only staff training through PRISM occurred this year. In response, the scope was expanded to include plans for student and parent/guardian training in the coming year to ensure a more inclusive and comprehensive approach.

Goal 1 – Metric 7: Equity-Focused Professional Development (Learning Recovery Emergency Block Grant)

Based on reflections from the 2024–25 implementation year, this metric was revised to better align with the current stage of professional development rollout. While originally planned for earlier tracking, it became clear that consistent and structured equity-focused PD had not yet been fully implemented districtwide. As a result, 2025–26 is now designated as the baseline year, with a revised target of at least 50% staff participation by 2026–27

*An asterisk indicates new or revised actions/strategy for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Partnership with National Equity Project	a. Collaborate with National Equity Project to access resources, expertise, and support in advancing equity-focused practices and policies. 1. District Redesign Network: NEP Team participation in three nationwide convenings with other districts across the United States. 2. Coaching for E-Teams: Ongoing coaching provided to Equity Teams at all school sites. 3. Professional Development: Ten monthly, 2.5-hour facilitated sessions with the NEP district team to focus on designing and implementing strategies to address the District’s identified equity challenge b. Develop safe to fail strategies to address the equity challenge of African American male students experiencing disengagement in classes, particularly when strong teacher-student relationships or culturally responsive teaching practices are lacking.*	\$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Anti bias/Anti racism Professional Development for all staff	a. Professional development b. Develop a plan to meet the Board Policy on Equity that mandates equity training annually. The training shall have learning objectives centered upon topics such as diversity, inclusion, implicit bias, and how advancing equity is an intentional and active process requiring action to interrupt systems and practices that have historically produced inequitable student outcomes across student groups.*	\$25,000.00	No
1.3	Teacher on Special Assignment (TOSA) for Equity, Inclusion, and Belonging and Ethnic Studies	a. Staff will take the lead in providing professional development sessions and supporting individual schools Equity Teams. Additionally, they will oversee the implementation of ethnic studies curriculum throughout the entire district. LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 1.3: Teacher on Special Assignment Explanation: JUHSD's needs assessment revealed persistent academic gaps in ELA, math, and graduation outcomes among English Learners, socioeconomically disadvantaged students, students of color, and students with disabilities. To address these disparities, the district will fund a Teacher on Special Assignment (TOSA) to lead professional development in culturally responsive teaching, implicit bias, and Ethnic Studies implementation. This action aligns with allowable LREBG uses by: • Accelerating learning through equity-focused instructional supports, • Providing professional development to address barriers to student learning, • Supporting inclusive practices shown to improve engagement and achievement for underserved students (Dee & Penner, 2016; Devine et al., 2012). Metric 1.7: Equity Focused Professional Development: Percent of staff	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		participating in equity focused professional development Estimated Cost: \$150,000		
1.4	Maintain and sustain Equity Teams	a. Develop and implement each site's Equity Transformation Plan b. Conduct Equity Walkthroughs twice a year and Equity Audit every three years to assess the inclusivity of classroom instruction, school policies, and practices and develop action items to address equity issues	\$7,500.00	No
1.5	Students Organized Against Racism	a. Form a student group at each school site and empower students to raise awareness about the existence and impact of racism within their school or community. This can include educating their peers about the various forms racism can take and its effects on individuals and communities. The students will also work with their site administrators to help with diversity and inclusion initiatives	\$500.00	No
1.6	Equity Lens Tool	a. Continue to utilize the Equity Lens Tool to evaluate policies, practices, and decision-making processes through an equity-centered perspective	\$0.00	No
1.7	Workforce Equity Plan	a. Develop a Workforce Equity Plan to to recruit, retain, and support a diverse staff reflective of the student population	\$1,000.00	No
1.8	Affinity Groups	a. Establish an Affinity Groups to provide a safe space for individuals who share a common identity or background to connect together and raise awareness about issues relevant to their identity or community. This helps educate both group members and the broader community, fostering understanding and empathy	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Ethnic Studies implementation across all school sites	a. Support Ethnic Studies teachers with scope and sequence development and implementation b. Support administrators in understanding Ethnic Studies lessons and develop a site plan to support the implementation of the course c. Explore course offering for upper level Ethnic Studies d. Allocate dedicated time for collaborative efforts to ensure curriculum consistency across each school site, as well as time to engage with elementary district partners for aligning curriculum vertically e. Develop classroom observation tools to measure Ethnic Studies effectiveness that is rooted in the Ethnic Studies principles and the district's Ethnic Studies vision f. Assess understanding and familiarity of staff with the Ethnic Studies program	\$6,000.00	No
1.10	LGBTQ+ training, resources, and supports for students, staff, and families	a. Refine practices and protocols for supporting LGBTQ+ students Example: • Discuss rights related to education, access to healthcare, etc., • Site leadership holds at least 1 'fireside chat' with identified students to hear about their experiences • Ensure consistent facilitation of Gender Sexuality Alliance b. Provide ongoing training for staff, students and parents on LGBTQ+ issues and how to create a more inclusive environment	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Significant Disproportionality plan implementation	a. Engage in the process to address the significant disproportionality of African American students identified with Specific Learning Disabilities b. Strengthen Tier 1 instruction in classrooms serving target student groups by implementing Universal Design for Learning (UDL) strategies to support access and engagement for all learners.* c. Hire dedicated staff to mentor target student groups, fostering strong relationships to ensure students feel valued, connected, and able to thrive.*	\$143,116.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster a positive and supportive school environment that prioritizes well-being	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Suspension rates have seen a slight increase, and although there has been a decrease in Chronic Absenteeism rates, they still stand at 21%. Furthermore, there has been a concerning upward trend in the percentage of 9th-grade students reporting chronic sadness in the California Healthy Kids Survey over the past three years. Following numerous listening sessions, a recurring theme has emerged: students prioritize feeling seen and valued. As a result, we have developed a goal focused on fostering a positive and supportive school environment.

The Pacific Islander student group at the District level received the lowest performance on the 2023 Dashboard. In addition, multiple races at Jefferson High School and Hispanic at Westmoor High School also received the lowest performance level.

Note: Metrics with "0" baseline indicates that the baseline will be collected and set in the 2025-20256 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	2022-23	2023-24		2025-26	Percent of student suspended:
	Percent of students who receive in and out of school suspension	Percent of student suspended: All Students = 3.8% African American = 6.9% Asian = 0.8%	Percent of student suspended: All Students = 3.1% African American = 10.2%		Percent of student suspended: All Students = <3% African American = <5% Asian = <1%	All Students = decreased by 0.7% African American = increased by 3.3%
	Data Source: Dataquest					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino = 1.2% Hispanic = 6.4% Pacific Islander = 16.10% White = 3.7% English Learner = 6.7% Students with Disabilities = 6.7%	Asian = 0.7% Filipino = 1.6% Hispanic = 4.2% Pacific Islander = 21.4% White = 4.0% English Learner = 4.6% Students with Disabilities = 6.4%		Filipino = <1% Hispanic = <5% Pacific Islander = <5% White <3% English Learner <5% Students with Disabilities <5%	Asian = decreased by 0.1% Filipino = increased by 0.4% Hispanic = decreased by 2.2% Pacific Islander = increased by 5.3%% White = increased by 0.4% English Learner = decreased by 2.1% Students with Disabilities = decreased by 0.4% Students with Disabilities = 6.4%
2.2	Expulsion Rate Percent of students who are expelled out of JUHSD Data Source: Dataquest	2022-23 All Students = 0%	2023-24 All Students = 0% of students were expelled		2025-26 All Students = 0%	Percent of students who are expelled out of JUHSD remains at 0%
2.3	Discipline Referral Rate Percent of students referred by staff for suspension	2023-24 0	2024-25 Baseline year for percent of students referred by staff for suspension		2026-27 Gap for referrals between Pacific Islander, Hispanic, African American, English Learner,	No difference, baseline set in 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Student Information System		All = 65/3715 = 1.7% African American = 3/48 = 6% Asian = 1/563 = 0.17% Filipino = 6/892 = 0.67% Hispanic = 33/1327 = 2.5% Pacific Islander = 0/26 = 0% 2 or More = 6/275 = 2% White = 16/576 = 3% EL = 7/573 = 1% SWD = 0/586 = 0%		Students with Disabilities and referral for "all students" is reduced by at least 3%	
2.4	Student Attendance Rate Average percent of students who are present during the day Data Source: Datazone	2022-23 94% of students are present during a given day	2023-24 92% of students are present during a given day		2025-26 97% of students are present during a given day	2% decrease in attendance rate
2.5	Chronic Absenteeism Rate Percent of students absent for 10% or more of the school year	2022-23 All Students = 21.2% were chronically absent	2023-24 All students = 19% were chronically absent		2025-26 15% or less are chronically absent	2.1% decrease chronic absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dataquest					
2.6	CA Healthy Kids Survey Question "School Perceived as Safe or Very Safe" Data Source: CHKS Student Survey	2022-23 9th Grade All Students = 63% of students feel safe or very safe African American = 20% of students feel safe or very safe	2023-24 9th Grade All Students = 62% of students feel safe or very safe African American = No data (low participation rate)		2025-26 9th Grade All Students = >70% of students feel safe or very safe African American = >70% of students feel safe or very safe	1% increase in percent of students feeling safe or very safe. No difference data for African American students since there was not enough participation in the 2023-24 school year
2.7	Percent of Students Served by the Wellness Team Data Source: Student Information System	2023-24 41% of students checked in with one or more of the wellness staff	2024-25 65% of students checked in with one or more of the wellness staff		2026-27 >55% of students checked in with one or more of the wellness staff	24% increase in students checking in with wellness staff
2.8	Risk ratio of students receiving detention Data Source: Student Information System	2023-24 0	2024-25 Risk ratio of students receiving detention (baseline) African American =3.8 Asian = 0.1 Filipino = 0.3 Hispanic = 2.2		2026-27 Risk ratio of students receiving detention by ethnicity African American =<1 Asian =<1 Filipino =<1 Hispanic =<1	No difference, baseline set in 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pacific Islander = 1.7 White = 1 2 or More = 1.9		Pacific Islander =<1 White =<1 2 or More =<1	
2.9	Risk ratio of students receiving in-school suspensions by ethnicity The percentage represents how much more or less likely a specific ethnic group of students is to receive in-school suspensions compared to students outside of that ethnic group A risk ratio greater than 1 indicates that the group is more likely to receive in-school suspensions, while a risk ratio less than 1 indicates that the group is less likely to receive in-school suspensions. Data Source: Dataquest	2023-24 Risk ratio of students receiving in-school suspensions by ethnicity African American = 0 Asian = 0 Filipino = 0 Hispanic = 2.5 Pacific Islander = 4.3 White = 0.1 2 or More = 0.1	2024-25 Risk ratio of students receiving in-school suspensions by ethnicity African American = 0 Asian = 0 Filipino = 0 Hispanic = 0.9 Pacific Islander = 0 White = 10.9 2 or More = 0		2026-27 Risk ratio of students receiving in-school suspensions by ethnicity African American =<2 Asian =<2 Filipino =<2 Hispanic =<2 Pacific Islander =<2 White =<2 2 or More =<2	Risk ratio of students receiving in-school suspensions by ethnicity African American = no change Asian = no change Filipino = no change Hispanic = decreased by 1.6 Pacific Islander = decreased by 0 White = increased by 10.8 2 or More = increased by 0.1
2.10	Risk ratio of students receiving out of school suspensions by ethnicity The percentage represents how much	2023-24 Risk ratio of students receiving out of school suspensions by ethnicity	2024-25 Risk ratio of out of school suspensions by ethnicity		2026-27 Risk ratio of students receiving out of school	2024-25 Risk ratio of out of school suspensions by ethnicity

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	more or less likely a specific ethnic group of students is to receive out of school suspensions compared to students outside of that ethnic group A risk ratio greater than 1 indicates that the group is more likely to receive in-school suspensions, while a risk ratio less than 1 indicates that the group is less likely to receive in-school suspensions. Data Source: Dataquest	African American = 1.8 Asian = 0.1 Filipino = 0.2 Hispanic = 2.2 Pacific Islander = 4.3 White = 0.9 2 or More = 1.5	African American = 4.6 Asian = 0.3 Filipino = 0.6 Hispanic = 1.4 Pacific Islander = 0 White = 1.4 2 or More = 1		suspensions by ethnicity African American =<2 Asian =<2 Filipino =<2 Hispanic =<2 Pacific Islander =<2 White =<2 2 or More =<2	African American = increased by 2.8 Asian = decreased by 0.2 Filipino = increased by 0.4 Hispanic = decreased by 0.8 Pacific Islander = decreased by 4.3 White = increased by 0.5 2 or More = decreased by 0.5
2.11	Students involved in extracurricular activities Percent of students invoved in clubs, athletics, drama, band, etc Data Source: Data Source: Student Information System	2023-24 0	2024-25 0		2026-27 >75% of students are participating in at least one extracurricular activities	No difference, baseline set in 2025-26
2.12	Attendance rate of students (unhoused, foster, and Title 3 immigrant students)	2023-24 0	2024-25 89.1% attendance rate of students identified as		2026-27 >92% attendance rate of students identified as	No difference, baseline set in 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	seen by wellness 2/social worker staff Learning Recovery Emergency Block Grant Metric Data Source: Student Information System		unhoused, foster, and Title 3 immigrants		unhoused, foster, and Title 3 immigrants	

Goal Analysis [2024-25]

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

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

Goal 2 actions have been broadly implemented with a strong emphasis on building tiered wellness systems, expanding mental health services, and improving attendance and student engagement. Key staffing investments were fully realized, while other initiatives—such as restorative practices, community partnerships, and wellness monitoring—are in progress or partially implemented due to logistical or capacity constraints.

Successes:

- Tiered Mental Health Staffing (2.1): All planned wellness and mental health positions have been filled, including counselors, interns, and educationally related mental health professionals. This full implementation has strengthened student access to tiered supports across the district.
- Vice Principals for Wellness & Discipline (2.3): All vice principal positions were filled to support attendance, SEL, and discipline. The Solution Matrix was introduced to support restorative interventions, although its application has varied across sites.
- Restorative Practices (2.5): Vice principals received beginning-of-year training, and additional PD was provided by the Mental Health Counselor TOSA. This contributes to ongoing efforts to embed restorative practices into school culture.
- Attendance Support (2.4): Site teams are collaborating to implement data-informed strategies to improve student attendance. The district's overall attendance rate increased from 91.8% to 92.07%.

- Staff Wellness PD (2.8): Professional development was provided by Teachwell, with 67% of participants reporting that strategies learned will positively influence their classroom practices and emotional well-being.

Challenges:

- Wayfinder SEL Curriculum (2.2): While the curriculum is accessible to all sites, integration has been inconsistent due to differences in advisory structures and competing site priorities.
- Wellness Screener & Student Input (2.6): Wellness spaces and feedback structures have been implemented; however, the universal screener is still under development as protocols are finalized to ensure safe follow-up for flagged student needs.
- Community Partnerships (2.9): Initial outreach and service delivery (e.g., Daly City Youth Health Center for newcomer students) is underway, but the referral process needs refinement to ensure timely and efficient access for families.

In Progress

- Student Success Team / MTSS (2.7): This action remains in the planning phase, with leadership from the Mental Health Counselor on Special Assignment. Full implementation is expected in the coming year.

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

2.1 Tiered and Integrated Wellness and Mental Health Staffing - The minimal difference in expenditures is primarily due to hiring fewer wellness interns than originally anticipated.

2.2 Social Emotional Learning Curriculum - There were no funds spent as staff were unable to meet on this item due to limited capacity and competing priorities.

2.3 Staffing to oversee attendance, discipline, mental health, and social emotional learning - The minimal difference in the final expenditures is due to the use of estimated staffing costs during the budgeting process.

2.4 Student Attendance - The minimal difference in the final expenditures is due to the use of estimated staffing costs during the budgeting process.

2.5 Restorative Practices - Cost embedded in existing services; no additional expenditure required.

2.6 Student Wellness Supports and Services - Cost embedded in existing services; no additional expenditure required.

2.7 Student Success Team and Multi Tiered Systems of Supports - Cost embedded in existing services; no additional expenditure required.

2.8 Develop practices that promote and support staff well-being - Cost embedded in existing services; no additional expenditure required.

2.9 Community Partnerships - Cost embedded in existing services; no additional expenditure required.

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

The actions implemented under this goal have shown moderate effectiveness in supporting student wellness, improving attendance, and strengthening restorative practices. Key successes include the hiring of wellness-focused staff, delivery of professional development on restorative approaches, and collaboration with school sites to develop attendance strategies. These efforts contributed to a slight increase in the district's attendance rate and laid the groundwork for more consistent schoolwide wellness supports.

However, some actions have experienced delays or uneven implementation. The universal screener is still in development, and tools such as the Solution Matrix have not been fully adopted due to complexity and the need for additional training. The retirement of key personnel midyear also created challenges in sustaining momentum in some areas.

Overall, the work has made foundational progress, and several systems are now in place to support deeper implementation in the coming year. Continued professional development, clearer protocols, and strengthened site-level execution will be essential to fully realize the goal's intended impact.

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.

Two new actions were added to Goal 2 for the 2025–26 school year based on reflection and identified program needs:

Action 1g – Hire a Clinical Supervisor:

This action was added to support the revamping of the district's mental health programs for students receiving special education services. Reflection on current practices revealed a need for more specialized oversight to ensure that mental health services are educationally aligned and consistently implemented across schools. The Clinical Supervisor will provide direct supervision, professional development, and quality assurance for mental health staff, particularly those serving students with IEPs.

Action 6d – Promote Use of StopIt Reporting Platform:

Although the StopIt platform is available, site feedback highlighted low awareness and inconsistent use. This new action aims to strengthen communication and outreach efforts so that students, staff, and families are fully informed about the tool and how to use it. The goal is to improve student safety and trust by making anonymous reporting more accessible and visible districtwide.

Metric 12 – Attendance Rate of Students Identified as Unhoused, Foster, and Title III Immigrant Students (Learning Recovery Emergency Block Grant Metric) was added for the 2025–26 LCAP to more accurately assess the impact of wellness and social work services on highly vulnerable student populations.

Reflections from the 2024–25 implementation year highlighted the need for disaggregated tracking of attendance outcomes for students receiving intensive wellness support. While wellness teams were actively supporting unhoused, foster, and immigrant students, there was previously no metric capturing their engagement or attendance trends.

This new metric provides a focused measure of effectiveness by establishing a baseline (89.10% in 2024–25) and setting a target to improve attendance to over 92% by 2026–27. Its inclusion ensures that equity-focused interventions are aligned with measurable student outcomes and better informs the allocation of Learning Recovery Emergency Block Grant resources.

*An asterisk indicates items that are new or revised for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tiered and Integrated Wellness and Mental Health Staffing	a. Mental Health Program Specialist (1) b. Mental Health Counselor on Special Assignment (0.8 FTE) c. Educationally Related Mental Health Professionals (3 FTE) d. Wellness Counselor/Social Worker (8.6 FTE) e. Wellness Interns (12 interns) f. School Psychology Interns g. Hire a clinical supervisor to provide supervision to mental health counselors and provide direct and indirect mental health services to students with IEP (1.0 FTE) h. Social Worker/Wellness Counselor 2 (3.0 FTE) LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 2.1c: Social Worker/Wellness Counselor 2 (3.0 FTE) Explanation: Continue to fund through the Learning Recovery Emergency Block Grant, expanding the Social Worker/Wellness Counselor team by 3.0 FTE strengthens the district’s capacity to address students’ social-emotional and mental health needs, which are foundational to academic success.	\$2,768,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research consistently demonstrates that when students have access to mental health services and supportive adult relationships, they experience improved attendance, engagement, and academic performance (Losen et al., 2014; Suldo et al., 2014). Social workers and wellness counselors play a key role in identifying barriers to learning—such as trauma, anxiety, or housing instability—and providing targeted interventions that help students remain in school and focused on their studies. By promoting positive mental health, reducing chronic absenteeism, and supporting crisis intervention, these staff members directly contribute to higher graduation rates and better performance on standardized assessments. This investment ensures that students are not only academically prepared but also emotionally supported to succeed. Metric 2.12: Attendance rate of students (unhoused, foster, and Title 3 immigrant students) seen by wellness 2/social worker staff Cost: \$435,000		
2.2	Social Emotional Learning Curriculum	a. Utilize the Wayfinder Curriculum to promote emotional intelligence, sense of belonging, resilience, and positive peer interactions (3 years) b. Establish a professional learning community at each school site to support the implementation of the curriculum	\$5,000.00	No
2.3	Staffing to oversee attendance, discipline, mental health, and social emotional learning	a. Hire vice principals to oversee attendance, discipline, mental health, and social emotional learning b. Utilize the Solution Matrix to address diverse student needs, providing a systematic framework for identifying and implementing appropriate interventions	\$355,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Student Attendance	a. Develop attendance awareness campaigns b. Monitor attendance data regularly through Attention 2 Attendance and conduct parent/guardian and student conference c. Develop individualized attendance support plans for students with chronic absenteeism d. Conduct surveys or interviews to identify the root causes of absences, such as transportation challenges, health issues, family responsibilities, or disengagement from school. Use this information to implement targeted interventions and remove barriers to attendance e. Regularly analyze attendance data to track patterns and trends over time	\$45,000.00	No
2.5	Restorative Practices	a. Provide restorative practices training and integrate into school culture to foster conflict resolution, empathy, and accountability among students and staff	\$0.00	No
2.6	Student Wellness Supports and Services	a. Implement a wellness universal screener to assess students' holistic wellness needs and inform personalized interventions and support services b. Establish a systematic and ongoing method for collecting student input on wellness-related issues, ensuring that student voices inform the development and implementation of support initiatives c. Create dedicated wellness spaces within the school environment, providing a safe and welcoming environment for students to access support services and engage in self-care activities d. Strengthen communication and outreach efforts to promote awareness and use of the anonymous reporting platform, StopIt, ensuring students, staff, and families understand how to access and utilize the tool effectively	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Student Success Team and Multi Tiered Systems of Supports	a. Establish a multidisciplinary Student Success Team and Multi Tiered Systems of Supports to collaboratively address academic, behavioral, and emotional concerns, ensuring a holistic approach to student support	\$0.00	No
2.8	Develop practices that promote and support staff well-being	a. Provide training and professional development opportunities focused on stress management, resilience-building, self-care strategies, and emotional regulation	\$5,000.00	No
2.9	Community partnerships	a. Collaborate with Daly City Youth Health Center and other community organizations, social services agencies, and healthcare providers to provide additional support for students and families facing attendance barriers b. Host informational events for parents and guardians to increase awareness of available support services, promote parent involvement in student wellness initiatives, and provide resources for supporting their children's well-being at home	\$2,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Elevate teaching and learning practices to optimize student engagement and academic achievement of diverse learners	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Creating a goal to "Elevate teaching and learning practices to optimize student engagement and academic achievement of diverse learners" is imperative, particularly in light of traditionally low CAASPP scores. By focusing on enhancing teaching and learning practices, we aim to address the challenges posed by these low scores and improve academic outcomes for all students. This goal acknowledges the need for tailored approaches to instruction that effectively engage diverse learners, ensuring that all students have equitable opportunities to succeed academically.

On the 2023 Dashboard at the Districtwide level, the English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities groups received the lowest performance in English Language Arts (ELA) and math.

Schoolwide, Terra Nova received the lowest score in ELA.

In addition, the student groups below per school site also received the lowest performance in the academic indicator:

Jefferson HS
English Learner: ELA and Math
Hispanic: ELA

Oceana HS
Hispanic: Math

Terra Nova HS:
All Students: ELA
Hispanic: ELA

Westmoor

Note: Metrics with "0" baseline indicates that the baseline will be collected and set in the 2025-2026 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Renaissance - STAR Reading Student Growth Percentile of All Students % of students who scored at or above typical growth Data Source: Renaissance Analytics	2023-24 66.5% of students scored at or above typical growth in Renaissance Star Reading	2024-25 75% of students scored at or above typical growth in Renaissance Star Reading from Fall to Spring		2026-27 >70% of students scored at or above typical growth in Renaissance Star Reading	There was an 8.5% increase from the baseline and it meets the target of >70%
3.2	Renaissance - STAR Math Student Growth Percentile of All Students % of students who scored at or above typical growth Data Source: Renaissance Analytics	2023-24 69% of students scored at or above typical growth in Renaissance Star Math	2024-25 63.5% of students scored at or above typical growth in Renaissance Star Math from Fall to Spring		2026-27 >70% of students scored at or above typical growth in Renaissance Star Math	There was an 5.5% decrease from the baseline and it does meet the target of >70% yet
3.3	Smarter Balanced Scores for English	2022-23	2023-24		2025-26	All Students =1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who score standard met or above Data Source: caaspp-elpcac.ets.org	Percent of students who scored standard met or above on Smarter Balanced - English All Students = 56% African American = 27% Asian = 78% Filipino = 68% Hispanic = 38% White = 52% 2 or More = 67%	Percent of students who scored standard met or above on Smarter Balanced - English All Students = 55% African American = N/A Asian = 77% Filipino = 68% Hispanic = 38% White = 60% 2 or More = 69%		Percent of students who scored standard met or above on Smarter Balanced - English All Students = > 60% African American = > 50% Asian = > 80% Filipino = > 72% Hispanic = > 50% White = > 60% 2 or More = 70%	African American = N/A Asian = 1% decrease Filipino = no change Hispanic = no change White = 8% increase 2 or More = 2% increase
3.4	Smarter Balanced Scores for Math Percent of students who score standard met or above Data Source: caaspp-elpcac.ets.org	2022-23 Percent of students who scored standard met or above on Smarter Balanced - Math All Students = 31% African American = 7% Asian = 59% Filipino = 36% Hispanic = 16% White = 28% 2 or More = 37%	2023-24 Percent of students who scored standard met or above on Smarter Balanced - Math All Students = 30% African American = N/A Asian = 59% Filipino = 23% Hispanic = 11% White = 42% 2 or More = 38%		2025-26 Percent of students who scored standard met or above on Smarter Balanced - Math All Students = > 45% African American = > 45% Asian = > 65% Filipino = > 45% Hispanic = > 45% White = > 45% 2 or More = > 45%	All Students = 1% decrease African American = N/A Asian = no change Filipino = 13% decrease Hispanic = 5% decrease White = 14% increase 2 or More = 1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Smarter Balanced Scores for science Percent of students who score standard met or above Data Source: caaspp-elpcac.ets.org	2022-23 Percent of students who scored standard met or above on Smarter Balanced - Science All Students = 34% African American = 17% Asian = 50% Filipino = 37% Hispanic = 22% Pacific Islander = 0% White = 38% 2 or More = 43%	2023-24 Percent of students who scored standard met or above on Smarter Balanced - Science All Students = 29% African American = 15% Asian = 50% Filipino = 37% Hispanic = 10% Pacific Islander = N/A White = 35% 2 or More = 32%		2025-26 Percent of students who scored standard met or above on Smarter Balanced - Science All Students = >45% African American = >45% Asian = >65% Filipino = >45% Hispanic = >45% Pacific Islander =>30% White = >45% 2 or More = 50%	All Students = 5% decrease African American = 2% decrease Asian = no change Filipino = no change Hispanic = 12% decrease Pacific Islander = N/A White = 3% increase 2 or More = 12% decrease
3.6	Student access to Advanced Placement Courses (Grades 10-12) % of Grades 10-12 Students Enrolled in at Least 1 AP Course Data Source: Student Information System	2023-24 Percent of students enrolled in at least 1 Advanced Placement Course All Students = 33% African American = 17% Asian = 51% Filipino = 34% Hispanic = 21% Pacific Islander = 0%	2024-25 Percent of students enrolled in at least 1 Advanced Placement Course All Students = 33% African American = 11% Asian = 48% Filipino = 31%		2026-27 Percent of students enrolled in at least 1 Advanced Placement Course All Students = 40% African American = 30% Asian = 55%	All Students = no change African American = 6% decrease Asian = 3% decrease Filipino = 3% decrease Hispanic = 1% decrease Pacific Islander = 19% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White=38% 2 or More = 40% Students Learning English = 5% Students with IEP = 6%	Hispanic = 20% Pacific Islander = 19% White=40% 2 or More = 70% Students Learning English = 8% Students with IEP = 18%		Filipino = 45% Hispanic = 35% Pacific Islander = 25% White= 45% 2 or More = 50% Students Learning English = 10% Students with IEP = 10%	White=2% decrease 2 or More = 70% decrease Students Learning English = 3% increase Students with IEP = 12% increase
3.7	Teaching & Learning Walkthrough Observation of implementation of state board adopted academic content and performance Data Source: Local	2023-24 2 hours each week to visit classrooms to observe implementation of state board adopted academic content and performance using Universal Design Learning Lens	2024-25 Administrators visited classrooms about 2 hours each week to observe UDL practices		2025-26 At least 3 hours each week to visit classrooms to observe implementation of state board adopted academic content and performance using Universal Design Learning Lens	No difference from baseline
3.8	Correlation of Renaissance benchmark assessments with Smarter Balanced Scores Learning Recovery Emergency Block Grant Metric Datasource: Datazone	2023-24 0	2024-25 (Class of 2025) Pearson correlation between the benchmark scores and the SBAC ELA achievement scores n=570 students		2026-27 (Class of 2027) Pearson correlation between the benchmark scores and the SBAC ELA achievement scores ELA = 0.75 Math = 0.68	No difference. Baseline set in 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA = 0.69 Math = 0.60			

Goal Analysis [2024-25]

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

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

Overall, Goal 3 actions have been implemented as planned with meaningful progress across all initiatives. Implementation has focused on enhancing instructional practices, curriculum alignment, assessment systems, and equitable access to rigorous and relevant learning. While most actions progressed smoothly, a few experienced variations in scope or timing due to site-level capacity and prioritization.

Successes:

- Universal Design for Learning (3.1): All sites formed UDL Communities of Practice and incorporated UDL goals into site instructional plans, ensuring alignment with inclusive instructional practices.
- Constructing Meaning (3.2): Continued expansion of training, now with 150+ teachers and 7 certified facilitators, has strengthened support for English Learners across content areas.
- Grading for Equity (3.3): The fourth cohort launched successfully with measurable shifts in grading practices, as evidenced by survey data on reduced bias and increased student-centered approaches.
- Curriculum Alignment (3.5): Implementation went beyond expectations with the integration of environmental literacy (AB 285), media literacy, civic engagement, and a financial literacy pilot. Budget overages reflect expansion of work, including additional staff support.
- Benchmark Assessments (3.6): Renaissance benchmarks and interim assessments have been administered consistently, with course-alike teams using data to adjust instruction.
- Instructional Coaching (3.7): Coaching support has expanded, leading to increased expenditures due to additional sections and collaboration time. The Impact Cycle model continues to drive job-embedded professional learning.
- Culturally Relevant Texts (3.8): Instructional materials under adoption are being vetted to reflect diverse student identities and promote engagement.

Challenges:

- Some variation in site-level implementation (e.g., course-alike teams' development of common assessments in 3.6) occurred due to differences in site readiness and structures.
- Instructional coaching (3.7) required more funding than projected, reflecting the district's prioritization of professional growth but creating budget adjustments.
- Professional Learning Communities (3.4) continue to evolve, but with no budgeted cost, sustainability depends on strong site-level leadership and collaboration structures.

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.

3.1 Universal Design for Learning - No material difference

3.2 Constructing Meaning - The expenditure exceeded the budgeted amount due to increase in teachers participating in the Constructing Meaning Summer Leadership professional development.

3.3 Grading for Equity - The expenditure was lower the budgeted cost as there were less participants than expected in the cohort

3.4 Professional Learning Community - No cost as action/strategies are embedded

3.5 Curriculum Alignment - The expenditure exceeded the budgeted amount due to increased teacher participation in after-school collaboration focused on aligning units and developing student-friendly learning objectives. In addition, the benefit cost for the Teacher on Special Assignment was only an estimated cost when initially budgeted.

3.6 Benchmark Assessment - No material difference

3.7 Instructional Coaching - The expenditure exceeded the budgeted amount due to the need for additional sections of instructional coaching throughout the district.

3.8 Culturally Responsive Texts and Materials -No cost as action/strategies are embedded

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

Effective Areas:

-Renaissance Star Reading (3.1): This metric surpassed its Year 3 target ahead of schedule, with 75% of students achieving typical or above-average growth—an 8.5% increase from baseline. This suggests that benchmark-aligned instruction and data-informed planning are positively impacting reading outcomes.

-Correlation between Benchmarks and SBAC (3.8): Initial results show a strong correlation between Renaissance scores and SBAC outcomes (ELA = 0.69; Math = 0.60), confirming the effectiveness of the assessment system in predicting and supporting student performance.-

-Observation of UDL Practices (3.7): Administrators continue to conduct weekly walkthroughs to monitor implementation of state-adopted standards through a Universal Design for Learning lens. While time allocated has remained consistent, the consistency of this practice supports sustained focus on instructional quality.

Partially Effective or Mixed Results:

-Smarter Balanced ELA Scores (3.3): Outcomes remained flat or slightly declined for most groups, with no change for Hispanic and Filipino students, and a modest increase among White students (+8%). This indicates uneven progress in closing achievement gaps, despite instructional investments.

-Access to AP Courses (3.6): While overall AP enrollment held steady (33%), increases occurred among Students with IEPs (+12%) and English Learners (+3%). However, declines were seen among African American (-6%), Hispanic (-1%), and Filipino (-3%) students, signaling a need to improve equitable access to advanced coursework across all student groups.

Areas Needing Improvement:

-Renaissance Star Math (3.2): The percentage of students meeting typical growth decreased by 5.5%, falling below both the baseline and the Year 3 target. This signals a need for stronger math instructional support and alignment between instruction and assessments.

-Smarter Balanced Math (3.4): Minimal overall change (-1%), but subgroup trends are concerning: Hispanic students dropped by 5%, and Filipino students by 13%, while White students improved by 14%. The data reflect persistent and widening achievement gaps in math.

-California Science Test (3.5): Scores dropped by 5% overall, with declines for Hispanic (-12%) and 2 or More (-12%) student groups. This suggests that science instruction and assessment alignment need significant attention.

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.

Changes to Actions

-Universal Design for Learning (UDL): Based on implementation feedback, the UDL rollout will include new on-demand coaching modules and structured workshops in partnership with LessonCast to deepen teacher understanding and integration of UDL principles.

-Grading for Equity: The 2-day training is now required for all new teachers, ensuring equitable grading practices are introduced early and consistently. Additionally, the district has expanded participation in action research cohorts.

-Curriculum Alignment: To further support instructional coherence, funding for teacher collaboration was increased. Participation exceeded initial projections, and more teachers joined after-school curriculum alignment efforts.

Changes to Metrics

- New Benchmark Correlation Metric Added: A new metric was introduced in Year 2 to measure the correlation between benchmark assessments and Smarter Balanced scores. This metric provides insight into the predictive validity of formative assessments and supports real-time instructional adjustments. (LREBG Metric)

*An asterisk indicates items that are new or revised for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Universal Design for Learning	a. Conduct regular walkthroughs to inform the implementation of the UDL Plan b. Provide collaboration stipend to develop comprehensive UDL implementation plans that outline specific goals, strategies, and timelines for integrating UDL principles into instruction and curriculum design c. Offer ongoing support and professional development opportunities for teachers to deepen their understanding of UDL principles and enhance their implementation skills Develop partnership with Lesson Cast to provide professional development that includes:* 1. Introduction to UDL Kickoff Introduction *Identify the core ideas that serve as a foundation to Universal Design for Learning (UDL). *Understand how the UDL Guidelines reduce barriers to learning and support learner variability. * Apply a UDL design process to integrate practices into daily work. 2. Twelve on-demand modules to facilitate UDL coaching & application for 25 educators 3. Four virtual, follow-up workshops	\$27,500.00	No
3.2	Constructing Meaning	a. Provide Constructing Meaning professional development to assist teachers with weaving explicit language instruction of all students, especially that of Students Learning English to all content areas b. Spring and Summer Symposium to deepen understanding and network with other teachers trained in Constructing Meaning c. Purchase instructional materials and supplies	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Grading for Equity	a. Implement equitable grading practices that focus on student growth and accuracy of achievement, minimize bias, and promote motivation b. Professional learning opportunity including participation in Action Research Projects. Require new teachers to attend the 2-Day Grading for Equity Kick Off*	\$60,000.00	No
3.4	Professional Learning Community	a. Participate in Professional Learning Community (PLC) where educators work collaboratively in recurring cycles of improvement	\$0.00	No
3.5	Curriculum Alignment	a. Ensure alignment of curriculum scope and sequence with state curricular standards to provide a coherent and comprehensive educational experience for all students b. Integrate environmental literacy and sustainability standards in science courses c. Integrate media literacy skills to analyze, evaluate, and create media messages responsibly and effectively in the areas of English, math, science, and social science d. Explore offering a financial literacy course for all students e. A Teacher on Special Assignment to assist in facilitating action civics projects to encourage civic engagement, advocacy, and social responsibility, while ensuring that these initiatives align with the social science curriculum LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 3.5e: Social Science Teacher on Special Assignment (0.6 FTE) Explanation: The LEA's needs assessment identified academic performance gaps on the CAASPP and CCI indicators, particularly among English Learners, socioeconomically disadvantaged students, and	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students of color. To address these gaps, a Teacher on Special Assignment (TOSA) will lead the integration of standards-aligned, culturally relevant Action Civics instruction into the social science curriculum. This action aligns with LREBG allowable uses by: • Expanding evidence-based learning supports that strengthen academic skills, • Providing professional development to enhance curriculum design and delivery, • Supporting practices that build student engagement and close learning gaps. Research shows that civic learning improves reading comprehension, critical thinking, and writing—skills tied directly to state assessments and college/career readiness (Kahne & Sporte, 2008; Campbell, 2019). This role supports long-term academic growth for historically underserved student groups. Metric 4.11: State Seal of Civic Engagement: Percent of students who are eligible for the State Seal of Civic Engagement Cost: \$75,000		
3.6	Benchmark Assessment	a. Implement regular benchmark assessments to monitor student progress, inform instructional planning, and assess mastery of learning objectives b. Purchase Renaissance ELA and math benchmark assessments c. Course alike teams will develop mini common assessments to review during collaboration to help inform instruction d. Administer interim Smarter Balanced Assessments	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		LEARNING RECOVERY EMERGENCY BLOCK GRANT RATIONALE Action 3.6d: Benchmark Assessments Explantion: The LEA's needs assessment identified achievement gaps on the Smarter Balanced Assessments (SBAC), particularly among English Learners, socioeconomically disadvantaged students, and students with disabilities. Benchmark assessments, funded through the Learning Recovery Emergency Block Grant, address these gaps by providing real-time data to inform instruction and deliver targeted support throughout the year. This action aligns with LREBG allowable uses by: • Supporting diagnostic and progress monitoring tools, • Accelerating learning through data-driven instruction, • Preparing students for state assessments by reducing test anxiety and improving familiarity with SBAC formats. Research confirms that ongoing formative assessment leads to significant gains in student achievement (Black & Wiliam, 2009; Stecker et al., 2005), making benchmark assessments a key strategy in improving outcomes and closing equity gaps. Metric 3.8: Correlation of Renaissance benchmark assessments with Smarter Balanced Scores Cost: \$40,000		
3.7	Instructional Coaching	a. Use the Impact Cycle model of Instructional Coaching to support professional growth of teachers b. Allocate instructional coaching sections for each site (3.8 FTE)	\$477,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Allocate time for professional development and collaboration time for instructional coaches and their coachees.		
3.8	Culturally Relevant Texts and Materials	a. Select and incorporate culturally relevant texts and materials that reflect the diversity of student backgrounds, experiences, and perspectives	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure that all students are prepared for post-secondary education, careers, and lifelong success by providing comprehensive college and career readiness program	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Developing a goal to "Ensure that all students are prepared for post-secondary education, careers, and lifelong success by providing a comprehensive college and career readiness program" is crucial, particularly in light of the fact that only 50% of students met the college and career indicator. This statistic underscores the urgent need to strengthen our efforts in preparing students for life beyond high school. By implementing a comprehensive college and career readiness program, we can equip students with the skills, knowledge, and experiences necessary to thrive in post-secondary education, pursue fulfilling careers, and achieve lifelong success. This goal aims to bridge the gap between current levels of college and career readiness and the expectations of the workforce and higher education institutions, ensuring that all students have the support they need to reach their full potential and succeed in today's competitive landscape. Thornton High School received the lowest performance level in graduation rate (red) and College and Career Indicator rate (very low). In addition, to receiving the lowest performance level for all students, their Hispanic students received the lowest levels as well in the College Career Indicator and Graduation rate. Note: Metrics with "0" baseline indicates that the baseline will be collected and set in the 2024-2025 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Adjusted Cohort Graduation Rate of students who receive a	2022 - 23 (Class of 2023) Adjusted Cohort Graduation Rate of:	2023-24 (Class of 2024) All Students = 90%		2025-26 (Class of 2026)	All Students = 1% increase African American = 7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard high school diploma within 4 years Learning Recovery Emergency Block Grant Metric Data Source: Data Quest	All Students = 89% African American = 82% Asian = 94% Filipino = 95% Hispanic = 84% White=90% 2 or More = 88% Students Learning English = 78% Students with IEP = 69%	African American = 89% Asian = 99% Filipino = 93% Hispanic = 84% White=93% 2 or More = 92% Students Learning English = 80% Students with IEP = 73%		Adjusted Cohort Graduation Rate of: All Students = 93% African American = 90% Asian = 95% Filipino = 95% Hispanic = 95% White=95% 2 or More = 93% Students Learning English = 85% Students with IEP = 85%	Asian = 5% increase Filipino = 2% decrease Hispanic = no change White= 3% increase 2 or More = 2% increase Students Learning English = 2% increase Students with IEP = 4% increase
4.2	A-G Rate Cohort graduates who met all the (a-g) requirements for admission to a University of California or California State University school Data Source:Data Quest	2022 - 23 (Class of 2023) A-G Rate for: All Students = 55% African American = 33% Asian = 67% Filipino = 64% Hispanic = 42% White=62% 2 or More = 53% Students Learning English = 28% Students with IEP = 19%	2023-24 (Class of 2024) A-G rate for: All Students = 54% African American = 38% Asian = 75% Filipino = 58% Hispanic = 42% White=55% 2 or More = 64% Students Learning English = 26% Students with IEP = 24%		2025 - 26 (Class of 2026) A-G Rate for: All Students = 60% African American = 50% Asian = 70% Filipino = 70% Hispanic = 60% White=70% 2 or More = 70% Students Learning English = 30% Students with IEP = 25%	All Students = 1% decrease African American = 5% increase Asian = 8% increase Filipino = 6% decrease Hispanic = no change White=7% decrease 2 or More = 9% increase Students Learning English = 2% decrease Students with IEP = 5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Advanced Placement Exam Scores of 3 or Above Percent of exams with a score of 3 or above Data Source: College Board - District Aggregated Score Report	2022-23 49% of exams taken received a score of 3 or above	2023-24 61% of exams taken received a score of 3 or above		2025-26 60% of exams taken received a score of 3 or above	12% increase in exams with a score of 3 or above
4.4	Advanced Placement Scores for Equity and Excellence Percent of 12th Grade Students Who Scored at least a "3" in one or more Advanced Placement Exams throughout their high school career Data Source: College Board - Equity and Excellence Report	Class of 2023 29.8% of Class of 2023 scored at least a 3 in one or more AP exams throughout high school	Class of 2024 31% of Class of 2024 scored at least a 3 in one or more AP exams throughout high school		Class of 2026 35% of Class of 2023 scored at least a 3 in one or more AP exams throughout high school	1.2% increase in students who scored at least a 3 in one or more AP exams throughout high school
4.5	Dashboard - College & Career Indicator It represents the percentage of high school graduates who are prepared for college or a career	2023 Dashboard 49.9 % of students met the "prepared" criteria in the dashboard's college and career indicator	2024 Dashboard 52.3% of students met the "prepared" criteria in the dashboard's college and career indicator		2026 Dashboard >70% of students met the "prepared" criteria in the dashboard's college and career indicator	2.4% increase in the number of students who met the prepared criteria

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard					
4.6	College Going Rate Percent of students who matriculated in a 2 or 4 year college/university immediately after high school Data Source: National Student Clearinghouse	Class of 2023 68% of students matriculated in a 2 or 4 year college/university	Class of 2024 70% of students matriculated in a 2 or 4 year college/university		Class of 2026 75% of students matriculated in a 2 or 4 year college/university	2% increase in students who matriculated in 2 or 4 year college/university
4.7	Dual Enrollment Completion Percent of students who take a college course class while in high school Data Source: Student Information System	Class of 2023 25% of students matriculated in a 2 or 4 year college/university	Class of 2024 18% of students took a college course class while in high school		Class of 2026 35% of students matriculated in a 2 or 4 year college/university	3% decrease in students who took a college course class while in high school
4.8	CTE Completers Percent of students who complete a capstone course with a C- or better Data Source: CALPADS	Class of 2023 25% of Class of 2023 completed a capstone course	Class of 2024 27% of Class of 2024 completed a capstone course		Class of 2026 40% of Class of 2023 completed a capstone course	2% increase in students who completed a capstone course
4.9	State Seal of Biliteracy	Class of 2023	Class of 2024		Class of 2026	4.7% increase in students who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who attained a high level of proficiency in one or more languages (including American Sign Language), in addition to English and earned the State Seal of Biliteracy Data Source: Dataquest	3.1% of Class of 2023 received the State Seal of Biliteracy	7.8% of Class of 2024 received the State Seal of Biliteracy		21% of Class of 2023 received the State Seal of Biliteracy	received the State Seal of Biliteracy
4.10	Golden State Seal Merit Diploma Percent of students who completed of all requirements for a high school diploma, and (b) demonstrated mastery of the curriculum in at least six subject matter areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student Data Source: Dataquest Data Source: Dataquest	Class of 2023 35.1% of Class of 2023 received the Golden State Seal Merit Diploma	Class of 2024 30.7% of Class of 2024 received the Golden State Seal Merit Diploma		Class of 2026 45% Class of 2023 received the Golden State Seal Merit Diploma	4.4% decrease in students who received the State Seal Merit Diploma
4.11	State Seal of Civic Engagement	2023-24 0	2024-25		2026-27	No difference. Baseline set in 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who are eligible for the State Seal of Civic Engagement Learning Recovery Emergency Block Grant Metric Data Source: Local		22% of Class of 2026 received the State Seal of Civic Engagement		>40% of students qualify for the State Seal of Civic Engagement	
4.12	Work Based Learning Percent of students with Work Based Learning Experience Data Source: Local	2023-24 0	Class of 2024 9% of students participated in Work Based Learning		2026-27 >20% of students participate in Work Based Learning	No difference. Baseline set in 2024-25
4.13	FAFSA/CADAA Application Percent of students who complete the financial aid application Data Source: Studentaid.gov	2022-23 Class of 2023 68% of Class of 2023 completed the financial aid application	Class of 2024 64% of Class of 2024 completed the financial aid application		Class of 2026 100% of students complete the FAFSA/CADAA	4% decrease in students who completed the FAFSA
4.14	Academic Planner (4 year plan) Percent of Students with 4-year a 4-year plan Data Source: californiacolleges.edu	2023 - 2024 25% of students have an academic planner in californiacolleges.edu	2024 - 2025 25% of students have an academic planner in californiacolleges.edu		2026 - 2027 >90% Class of 2023 received the Golden State Seal Merit Diploma	No difference from baseline to 2024-2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.15	Academic and College/Career Counseling Percent of students seen for College and Career and/or Academic Counseling at least once during a given year Data Source: Student Information System Conference Files	2023-24 38% of students this school year were seen individually for academic and/or college career counseling	2024-25 56% of students this school year were seen individually for academic and/or college career counseling		2026-27 >90% of students this school year were seen individually for academic and/or college career counseling	18% increase in studnets seen for academic and/or college career counseling
4.16	Dropout Rate Percent of students identified as a dropout in high school Data Source: Dataquest	2022-23 (Class of 2023) Percent of students identified as a dropout in high school All Students = 4.7% African American = 0% Asian = 1.4% Filipino = 2.4% Hispanic = 8.5% White=4% 2 or More = 4% Students Learning English = 10.9% Students with IEP = 4.7 %	2023-24 (Class of 2024) Percent of students identified as a dropout in high school All Students = 5.6% African American = 5.6% Asian = 0% Filipino = 2.6% Hispanic = 10.6% White= 5.6% 2 or More = 1.4% Students Learning English = 11.6% Students with IEP = 11.3%		2025-26 Percent of students identified as a dropout in high school All Students = <3% African American = <3% Asian = <3% Filipino = <3% Hispanic = <3% White= <3% 2 or More = <3% Students Learning English = <3% Students with IEP = <3%	All Students = 0.9% increase African American = 5.6% increase Asian = 1.4% decrease Filipino = 0.2% increase Hispanic = 2.1% increase White= 1.6% increase 2 or More = 2.6% decrease Students Learning English = 0.7% increase Students with IEP = 6.6% increase

Goal Analysis [2024-25]

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

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

Goal 4 aims to ensure that all students graduate prepared for college, career, and civic life. Overall, implementation is progressing across all actions, with several programs showing strong outcomes in dual enrollment, CTE expansion, and post-secondary access. Some initiatives, such as Thornton High School's targeted support and the development of new college/career prep courses, are still emerging or under review.

Successes:

- College & Career Readiness Programs (4.1): A broad suite of initiatives is in place, including transcript audits, AP workshops, PSAT administration, and dual enrollment. Middle College enrollment has expanded to 39 students, and school-based SAT administration has improved accessibility. These efforts promote post-secondary preparedness and equity in access to advanced coursework.
- Career Technical Education (CTE) Program (4.2): CTE pathways have expanded significantly, with 16 existing pathways and 33 courses aligned to community college degrees and certificates. Four bilingual paraprofessionals support ELs in CTE, and industry certifications (e.g., ServSafe, OSHA 10, SP/2, Adobe) have been embedded. Partnerships with unions and regional employers support internships and work-based learning. All but a few CTE courses are now A–G approved, with additional dual enrollment courses planned for 2025–26.
- School Counseling Scope & Sequence (4.3): A comprehensive K-12 counseling framework, aligned to the ASCA model, has been developed and is currently under review. It is designed to ensure consistent delivery of college and career readiness across grade levels and school sites.
- Thornton High School College & Career Planning (4.4): Implementation of targeted supports at Thornton contributed to the school exiting ATSI status in 2024. Root cause analysis and intervention plans are underway, focusing on graduation rates and College & Career Indicator (CCI) outcomes, particularly for Hispanic students.

In Progress or Planned:

- Expanded Course Offerings for College & Career Preparation (4.5): Planning is underway to redesign the 9th-grade college/career prep course and add new units to the Personal Finance course. These changes aim to better support student transitions beyond high school and align graduation requirements with post-secondary success goals.
- CTE Pathway Development (4.2g): While plans for a new pathway at Terra Nova were paused due to declining enrollment, other sites have expanded their offerings, including additional sections in Culinary Arts, Dance, and Construction.

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.

4.1 Monitoring progress, providing opportunities, and equipping tools for post-secondary readiness - Actual expenditures were lower than budgeted due to fewer students registering for AP exams and lower-than-expected enrollment in the Middle College program.

4.2 Implement a Career Technical Education Program grounded in rigor, relevance, and relationships - Actual expenditures were lower than budgeted due to overestimation of staffing costs during the planning phase. This school year, only five sections were funded through CTE grants.

4.3 Comprehensive school counseling program - Actual expenditures were lower than expected because school counselors were unable to participate in as many professional development opportunities as originally planned.

4.4 College and career readiness for students at Thornton High School - No additional cost was incurred, as the actions were embedded within existing programs and services.

4.5 Explore offering additional courses tailored to college and career preparation - No additional cost was incurred, as the actions were embedded within existing programs and services.

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

Effective Areas:

- Graduation Rate (4.1): The overall graduation rate increased by 1%, with the most significant gains among African American students (+7%) and students with IEPs (+4%), signaling the effectiveness of targeted academic counseling and support services.
- Advanced Placement Scores (4.3 & 4.4): There was a 12% increase in the percentage of AP exams scoring 3 or above, and a modest 1.2% increase in students scoring at least a 3 on an AP exam during high school, indicating improved AP preparation and instruction.
- College and Career Indicator (4.5): The percentage of students deemed “prepared” increased by 2.4%, reflecting broader access to dual enrollment, AP coursework, and career pathways.
- College Going Rate (4.6): The 2% increase in immediate college matriculation points to sustained efforts in college advising, application workshops, and financial aid support.
- Seal of Biliteracy (4.9): Participation rose by 4.7%, suggesting that multilingual supports and recognition of language proficiency are increasing in visibility and impact.
- Individual Academic and College/Career Counseling (4.15): A notable 18% increase in the number of students who received counseling suggests counselors are reaching more students with individualized support aligned to postsecondary planning.

Partially Effective or Mixed Results:

- A-G Completion (4.2): While the overall A-G rate declined slightly (-1%), African American students improved by 5% and students with IEPs by 5%, suggesting that targeted supports and credit monitoring systems are helping traditionally underserved students. However, performance decreased among Filipino, White, and English Learner students, indicating the need for more consistent systemwide supports.
- CTE Completion (4.8): A 2% increase reflects steady but moderate progress; however, more intentional tracking and support may be needed to accelerate growth toward the 40% target.
- FAFSA/CADAA Completion (4.13): Despite expanded outreach, a 4% decrease in financial aid application completion occurred. This indicates a need for more coordinated, school-wide efforts and possible barriers in access or awareness.

-Golden State Seal (4.10): A 4.4% decline from the prior year highlights the need to revisit course alignment and mastery tracking, particularly in the core subject areas required for eligibility.

Areas Needing Improvement:

-Dual Enrollment Completion (4.7): Participation dropped by 7%, despite a push for expansion. This indicates a disconnect between access and student uptake, and suggests a need for revised outreach, alignment with student interest, and logistical support (e.g., scheduling, transportation, guidance).

-Dropout Rate (4.16): The overall rate increased by 0.9%, with more concerning jumps among African American (+5.6%) and Students with IEPs (+6.6%). These trends underscore the urgency of early intervention, targeted re-engagement strategies, and alternative pathway programs.

-Academic Planner (4.14): No progress has been made from the 25% baseline, signaling a need for stronger accountability and integration of academic planning into counselor-student meetings.

-Work-Based Learning and Civic Engagement (4.11 & 4.12): Both metrics are newly established baselines this year and will require consistent tracking and implementation in the next two years to meet ambitious participation goals.

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.

New/Revised Actions:

A new action was introduced that requires school counselors to meet with every student on their caseload at least once per year. This change was based on the recognition that student connection is critical to supporting academic planning, college readiness, and early intervention for students at risk.

Another new action was added to offer after-hours drop-in sessions and a comprehensive college application timeline to support students and families through the college application process. This addition responds to the observed need for more accessible and structured support during the application season.

In CTE, while no major actions were removed, adjustments were made to hiring plans and support structures, including the plan to hire CTE pathway experts and offer Work-Based Learning courses through dual enrollment, rather than as standalone internships, due to staffing and partnership constraints.

New Metric Added:

In response to the district's commitment to civic education and student voice, a new metric was added: "Percent of students eligible for the State Seal of Civic Engagement." This metric was established to monitor and promote opportunities for students to engage in civic responsibility and is aligned with broader postsecondary readiness goals. (LREBG)

*An asterisk indicates items that are new or revised for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Monitoring progress, providing opportunities, and equipping tools for post-secondary readiness	a. Counselors will evaluate student transcripts to ensure accurate course placement, optimizing opportunities for postsecondary education and career readiness b. Utilize CaliforniaColleges.edu as a primary college and career planning tool to provide students with access to comprehensive resources, assessments, and planning tools c. Equitable placement criteria to Advanced Placement courses d. Advanced Placement staff workshops e. Advanced Placement exam fees for all students enrolled in AP courses f. Offer dual enrollment courses to allow students to earn college credits while completing high school coursework g. Offer middle college program (up to 20 11th graders and 20 12th graders) h. Expand partnerships with organizations and local colleges to guide and support students through the college application process, financial aid, and scholarship opportunities i. Provide adult mentors and peer mentors to students to provide guidance, support, and mentorship throughout their college and career preparation journey j. Establish alumni networks and mentorship programs to connect current students with graduates who have successfully transitioned to college or career k. PSAT/NMSQT Administration	\$709,960.00	No

Action #	Title	Description	Total Funds	Contributing
		l. Promote understanding of career pathways available through trades programs* m. Offer a comprehensive summer program for acceleration, enrichment, and credit recovery ----- LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 4.1m: Summer Program Explanation: This summer program supports students through extended learning time—providing credit recovery for those behind, acceleration for advanced learners, and enrichment to re-engage students. Funded by the LREBG, the program addresses learning gaps caused by the pandemic, especially for English Learners, students with disabilities, and other high-need groups. It aligns with the grant's goal to accelerate learning, improve academic outcomes, and close equity gaps. Metric 4.1: Graduation Rate (Adjusted Cohort Graduation Rate of students who receive a standard high school diploma within 4 years) Cost: \$250,000		
4.2	Implement a Career Technical Education Program grounded in rigor, relevance, and relationships	a. Develop instructional strategies to meet the learning needs of special populations (students learning English, students with IEP, non-traditional students) in CTE classes b. Hire bilingual paraprofessionals to support newcomer students learning English (remove). Replace with Hire CTE pathway experts to support and mentor students c. Submit CTE courses as A-G d. CTE curriculum development and alignment with community colleges e. Foster relationships with local business partners to facilitate internships and work-based opportunities for CTE students f. Teacher on Special Assignment to coordinate the District's CTE Program	\$670,000.00	No

Action #	Title	Description	Total Funds	Contributing
		g. Explore and develop a high interest pathway at Terra Nova High School h. Build out CTE sections in Dance (JHS), Food & Nutrition (OHS), Theater Production (TNHS), Construction Basics (WHS) i. Industry certifications j. CTE awareness for middle school students k. CTE materials and supplies + Career Technical Student Organization l. Classified staff for additional site CTE support, middle school, and industry partner engagement m. Work-Based Learning experiences, such as internships and apprenticeships, to provide students with real-world exposure to various career fields		
4.3	Comprehensive school counseling program	a. Develop a comprehensive School Counseling Scope & Sequence aligned to the American School Counselor Association model b. Develop a plan to increase access to school counselors directly within the classroom setting c. Provide professional learning opportunity d. School counselors will meet with every student on their caseload at least once per year*	\$5,000.00	No
4.4	College and career readiness for students at Thornton High School	a. Implement a system for ongoing monitoring of students' progress and provide targeted support and intervention as needed b. Explore stronger collaboration and partnership with other JUHSD high schools	\$0.00	No
4.5	Explore offering additional courses tailored to college and career preparation	a. Specialized College & Career Prep Courses for freshmen and seniors, focusing on goal setting, academic planning, and post-secondary exploration. Develop a districtwide college planning timeline. b. Explore revising graduation requirements to strengthen college and career readiness	\$13,000.00	No

Action #	Title	Description	Total Funds	Contributing
		c. Develop a comprehensive college application timeline and provide after-hours drop-in sessions to support students with the college application process* d Develop a partnership with Calculus Roundtable to implement The Automobiles of the Future, an afterschool STEM program created with the Ford Motor Company that explores electric and autonomous vehicles. Students engage in hands-on learning aligned to math and engineering standards, including UI/UX design, generative AI, data analysis, and career exploration with industry professionals.* ----- LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 4.5: After school STEM Program Explanation: Partnering with Calculus Roundtable to implement The Automobiles of the Future aligns with LREBG allowable uses by expanding evidence-based, afterschool instructional time and addressing learning gaps in math and science through hands-on, standards-aligned STEM experiences. Targeting English Learners, Long-Term English Learners, African American, Hispanic, and socioeconomically disadvantaged students—groups identified in the needs assessment as underperforming on SBAC and at higher risk for disengagement—this program re-engages students through real-world applications like electric vehicle design, AI, and data analysis. Research shows that extended learning tied to career pathways increases academic achievement and postsecondary readiness, especially for underserved populations. Metric 4.1 - Graduation Rate (Adjusted Cohort Graduation Rate of students who receive a standard high school diploma within 4 years) Cost: \$8,000		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Implement an English Language Development Program aligned to the English Learner Roadmap to ensure equitable access to high-quality education, linguistic development, and academic achievement	Broad Goal

State Priorities addressed by this goal.
Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
Our student's learning English have been historically underperforming and underserved as evident in the Academic Performance in the Dashboard and local survey results. These students often face linguistic and cultural barriers that can impede their academic progress. Addressing their needs helps level the playing field and provides them with the same opportunities for success as their peers.
Note: Metrics with "0" baseline indicates that the baseline will be collected and set in the 2025-2026 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Designated ELD classroom administrator walkthrough Number of times administrators conduct a classroom walkthrough Data Source: Local	2023-24 1-2 times a year	2024-25 1 -2 times ELD classroom visitation		2026-27 Every 3 weeks	No difference from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Renaissance - STAR Reading Student Growth Percentile of EL Students % of students who scored at or above typical growth Data Source: Renaissance Analytics	Fall 23 to Spring 24 53.7% scored at or above the typical growth	Fall 24 to Spring 25 64.5% scored at or above the typical growth		Fall 26 to Spring 27 85% scored at or above the typical growth	10.8% increase in students who scored at or above the typical growth
5.3	Renaissance - STAR Math Student Growth Percentile of EL Students % of students who scored at or above typical growth Data Source: Renaissance Analytics	Fall 23 to Spring 24 60% scored at or above the typical growth	Fall 24 to Spring 25 53.8% scored at or above the typical growth		Fall 26 to Spring 27 85% scored at or above the typical growth	6.2% decrease in students who scored at or above the typical growth
5.4	Smarter Balanced Scores of Standard Met or Above - ENGLISH (all EL classification) % of students who scored met or above in SBA - English Test Data Source: caaspp-elpac.ets.org "	2022-23 4% EL students scored standard met or above	2023-24 8% of EL students scored standard met or above		2025-26 20% EL students scored standard met or above	4% increase in EL students who scored standard met or above in Smarter Balanced ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Smarter Balanced Scores of Standard Met or Above - MATH (all EL classification) % of students who scored met or above in SBA - Math Test Data Source: caaspp-elpac.ets.org	2022-23 2% EL students scored standard met or above	2023-24 1% of EL students scored standard met or above		2025-26 20% EL students scored standard met or above	1% decrease in EL students who scored standard met or above in Smarter Balanced Math
5.6	Smarter Balanced Scores of Standard Met or Above - ENGLISH (long-term EL) % of students who scored met or above in SBA - English Test Data Source: caaspp-elpac.ets.org	2022-23 6% all LTEL students scored standard met or above	2023-24 5% of EL students scored standard met or above		2025-26 20% LTEL students scored standard met or above	1% decrease in long-term EL students who scored standard met or above in Smarter Balanced ELA
5.7	Smarter Balanced Scores of Standard Met or Above - MATH (long-term EL) % of students who scored met or above in SBA - Math Test Data Source: caaspp-elpac.ets.org	2022-23 1.5% LTEL students scored standard met or above	2023-24 3% of EL students scored standard met or above		2025-26 20% LTEL students scored standard met or above	1.5% increase in long-term EL students who scored standard met or above in Smarter Balanced math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.8	"CA Science Test Scores of Standard Met or Above - SCIENCE (all EL classification) % of students who scored met or above in the California Science Test Data Source: caaspp-elpac.ets.org "	2022-23 0% EL students scored standard met or above	2023-24 1% of EL students scored standard met or above		2025-26 20% EL students scored standard met or above	1% increase in EL students who scored standard met or above in the CA Science Test
5.9	CA Science Test Scores of Standard Met or Above - SCIENCE (long-term EL) % of students who scored met or above in the California Science Test Data Source: caaspp-elpac.ets.org	2022-23 0% EL students scored standard met or above	2023-24 0% of EL students scored standard met or above		2025-26 20% EL students scored standard met or above	No difference from baseline to 2023-24 school year data
5.10	English Language Proficiency Indicator ELPI Dashboard Color Data Source: CA School Dashboard	2023 Green Performance Level	2024 Orange performance level in ELPI		2026 Green Performance Level or above	Two performance levels below from the baseline in ELPI
5.11	English Language Proficiency Assessments	2022-23	2023-24		2022-23	4% decrease in EL students who scored proficient

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of CA (Summative) - Percent Proficient % of students in the proficient level (LV4) Data Source: caaspp-elpac.ets.org	15% EL students scored Proficient (Level 4)	11% EL students scored Proficient (Level 4)		35% EL students scored Proficient (Level 4)	on the English Language Proficiency Assessments for California
5.12	Reclassification Rate % of students reclassified as fluent English proficient Data Source: Ellevation	2022-23 21% of students met the reclassification criteria	2023-24 21% of students met the reclassification criteria		2025-26 30% of students met the reclassification criteria	No difference from baseline to 2023-24 school year data
5.13	Parent/Guardian Satisfaction Survey Rating (1 lowest-5 highest) Average rating of ELD services by parent/guardian Data Source: Local	2022-23 4.52 out of 5	2023-24 4.77 out of 5 average rating of ELD services by parent/guardian		2025-26 >4.0 out of 5	0.25 increase in average rating of ELD services by parent/guardian
5.14	Student Satisfaction Survey Rating (1 lowest-5 highest) Average rating of ELD services by EL student Data Source: Local	2023-24 0	2024-25 4.75 rating of ELD services by EL student		2026-27 >4.0 out of 5	No difference. Baseline set using 2024-25 data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.15	Dropout Rate of English Learners Learning Recovery Emergency Block Grant Metric Data Source: Dataquest	2022-23 0	2023-24 (Class of 2024) 11.6% of EL dropped out of high school		2025-26 <5% of EL dropout of high school	No difference. Baseline set using 2023-24 data.

Goal Analysis [2024-25]

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

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

Goal 5 aims to strengthen services, access, and academic outcomes for English Learners (ELs), with a specific focus on newcomers, Long-Term English Learners (LTELs). Overall, actions are being implemented as planned across the district, with strong investments in wraparound support, staff capacity, professional development, and systems-level coordination. Some actions, particularly those related to cultural integration and recruitment, are partially implemented or still being refined.

Successes:

- Newcomer Wraparound Supports (5.1): A comprehensive intake process is fully in place, including language and socio-emotional assessments, district-level intake support, and partnerships with Daly City Youth Health Center. The new Bridge Program launched with 14 students, offering targeted credit recovery and language development for newcomers with few transferable credits.
- Long-Term English Learner Supports (5.2): Argument and Debate courses serve as designated ELD for LTELs, while Constructing Meaning strategies are used across content areas to integrate academic language development. Fifteen teachers are participating in the Constructing Meaning cohort this year.
- Parent & Community Engagement (5.4): The district continues to host Immigrant Resource Events and support enrollment with bilingual staff. Two Family Liaison positions were funded, though only one has been successfully filled. The unfilled Jefferson position presents an opportunity for further investigation into hiring barriers.
- ELD Curriculum & Professional Learning (5.5): Work is underway to refine the ELD scope and sequence, expand benchmark assessments, and provide integrated/designated ELD training. The EL TOSA supports professional learning and ensures EL progress monitoring across sites.
- Systems for Monitoring & Support (5.6): Ellevation is used districtwide for progress tracking. Three bilingual paraprofessionals were hired to support ELs in mainstream classes. Oversight of the EL Master Plan and individualized progress monitoring are in full implementation.

-Articulation & Alignment (5.7): ELD 3 students are being placed in mainstream courses to increase access and rigor. College and career exposure is provided through field trips and events, and alignment efforts are underway with elementary feeder districts and local community colleges.

Partially Implemented or In Progress:

-Language & Culture Assets (5.3): While the Seal of Biliteracy exam and bilingual staff stipends are fully implemented (with 54 staff receiving stipends), the integration of Ethnic Studies pedagogy into ELD instruction remains in the exploratory phase.

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.

5.1 Newcomer Wrap Around Intake Process and Supports - Expenditures exceeded the estimated budget as additional designated ELD sections were added in the beginning of the school year

5.2 Supports for Long-Term English Learners - Expenditures exceeded the estimated budget as additional designated ELD sections for Long-term English learners were added in the beginning of the school year

5.3 Language and Culture Assets - Expenditures exceeded the estimated cost due to a higher number of staff qualifying for and receiving the bilingual stipend than originally anticipated.

5.4 Parent and Community Engagement of Students Learning English - Expenditures were lower than estimated due to challenges in filling the Family Liaison position at Jefferson High School.

5.5 ELD Curriculum Development and Professional Learning - Expenditures exceeded the estimated cost due to an increase in professional development activities within the ELD program and an underbudgeting of benefits for the Teachers on Special Assignment.

5.6 Systems and conditions to support program effectiveness of the English Language Development Program - Expenditures were lower than estimated due to cost variances in employee benefits.

5.7 Alignment, Articulation, and High Expectations in the ELD Program - No additional cost was incurred, as the actions were embedded within existing programs and services.

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

Effective Areas:

Reading Growth (5.2): The percentage of EL students meeting or exceeding typical growth in STAR Reading improved by 10.8%, indicating that interventions in ELD instruction and benchmark-aligned supports are having a positive impact on literacy development.

LTEL Math Performance (5.7): LTEL students improved by 1.5% on the SBAC Math assessment, suggesting some progress in long-term support strategies.

Parent Satisfaction (5.13): The parent/guardian satisfaction score increased from 4.52 to 4.77, showing that families view the ELD services positively, even if some academic metrics have not yet shown similar improvement.

Partially Effective or Mixed Results:

Smarter Balanced ELA for ELs (5.4): The percentage of ELs meeting the standard doubled from 4% to 8%, a positive sign of instructional impact, but far from the 20% target.

Science Performance for ELs (5.8): A modest increase from 0% to 1% in the CA Science Test indicates some early movement, though still far below expectations.

Designated ELD Walkthroughs (5.1): There was no change from the baseline, with walkthroughs still occurring only 1–2 times per year, despite a goal of biweekly observations. This indicates a need for stronger accountability and administrative follow-through.

Areas Needing Improvement:

Math Growth for ELs (5.3): The percentage of ELs meeting typical growth on STAR Math declined by 6.2%, showing that math support strategies may be misaligned or insufficient.

SBAC Math for ELs (5.5): Scores declined from 2% to 1%, further signaling challenges in mathematics access and achievement for this group.

LTEL ELA (5.6) and ELPI (5.10): LTEL ELA scores dropped by 1%, and the ELPI fell two full performance levels (from Green to Orange), suggesting setbacks in language acquisition and long-term academic growth.

Reclassification Rate (5.12): There was no improvement from the 21% baseline, suggesting a need to re-evaluate the alignment between ELD supports, summative ELPAC performance, and the reclassification criteria.

ELPAC Proficiency (5.11): The percentage of students scoring Level 4 (Proficient) decreased by 4%, another signal that language development supports may need more strategic targeting.

Science for LTELs (5.9): There was no progress from the 0% baseline.

Dropout Rate (5.15): The dropout rate for ELs stands at 11.6%, newly established this year. While this provides a clear baseline, it represents a critical area for urgent intervention and monitoring.

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.

Actions/Strategies Changes/Revisions:

A new action was added to convene a committee focused on the academic, language, and social-emotional challenges of Long-Term English Learners (LTELs). This committee will develop integrated supports to increase achievement and reclassification progress for this subgroup.

A revision was made to the Bridge Program to increase alignment with student needs by hiring a 0.2 FTE for science

The action for developing IEP practices for English Learners with disabilities was updated to explore ELPAC domain exemptions, improving support and reclassification pathways for dually identified students.

To improve vertical alignment and continuity of services, the action on cross-district collaboration was revised to include a meeting calendar with partner elementary districts.

Metrics and Targets:

The student survey metric on ELD services was introduced in 2023–24, establishing a new baseline for measuring English Learner perceptions and satisfaction.

The EL dropout rate metric was revised to use 2023–24 data as the baseline, now showing 11.6%, which led to setting a clear reduction goal of under 5% by 2025–26. (LREBG)

*An asterisk indicates items that are new or revised for the 2025–2026 school year

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Newcomer Wrap Around Intake Process and Supports	a. Implement a comprehensive and wrap around intake process for students learning English that includes initial language proficiency assessments, individualized academic and socioemotional needs assessments, collaboration with families to gather linguistic and cultural background information, and ongoing monitoring and support throughout their educational journey	\$1,285,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. School counselors and wellness counselors/social workers dedicated to support the needs of students c. Newcomer sections (Designated ELD courses) (LREBG) d. Establish a Bridge Program to support the needs of newcomer students enrolling with little to no credits 0.6 FTE - English 0.4 FTE - Social Science 0.2 FTE - Science e. Provide starter school supplies to welcome newcomer ELs as they transition into the school environment f. Partner with the Daly City Youth Health Center to offer necessary medical support g. Ed Services Assistants to support the intake process at the District level LEARNING RECOVERY EMERGENCY BLOCK GRANT Action: Staffing for the Bridge Program Explanation: The LEA's needs assessment identified graduation rate gaps among newcomer English Learners who enter high school with limited English proficiency and few transferable credits. Funded through the Learning Recovery Emergency Block Grant, the Bridge Program will provide intensive English language development, foundational academic instruction, credit recovery, and orientation to the U.S. school system. This action aligns with LREBG allowable uses by: • Supporting learning recovery and credit access for at-risk students, • Accelerating progress through targeted English language and academic supports,		

Action #	Title	Description	Total Funds	Contributing
		Addressing barriers to learning and dropout risk for newcomer ELs. Research shows that structured newcomer programs improve retention, language acquisition, credit attainment, and graduation outcomes (Calderón et al., 2011; Umansky et al., 2018), making this a critical intervention for closing equity gaps and improving long-term student success. Metric 5.15: Dropout Rate of English Learners Cost: \$175,000		
5.2	Supports for Long-Term English Learners	a. Offer designated ELD sections for long term English learners b. Through Constructing Meaning pillars, integrate language instruction into content-area classes, where LTELs can learn language skills while simultaneously engaging with academic content in subjects like math, science, and social studies c. Provide Constructing Meaning professional learning administrator strand	\$125,000.00	Yes
5.3	Language and Culture Assets	a. Integrate Ethnic Studies Pedagogy into the ELD curriculum to promote cultural relevance, diversity, and inclusivity in language instruction and academic content b. Advocate for advantages of biliteracy by offering an exam to demonstrate proficiency in second language proficiency c. Implement a stipend program to recognize and support certified bilingual staff members who assists with interpretation and translation, while also actively promoting multilingualism within the organization	\$115,000.00	No
5.4	Parent and Community	a. Revise the parent engagement plan and review with English Learner Advisory Committee and District English Language Advisory Committee	\$202,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Engagement of Students Learning English	b. Family liaisons at Jefferson & Westmoor (2 FTE total) c. Organize Immigrant Resource Events to connect immigrant families with community resources, legal services, and support networks to facilitate their integration and well-being d. District bilingual staff to assist with enrollment process and welcome families		
5.5	ELD Curriculum Development and Professional Learning	a. Refine scope and sequence for ELD courses and develop benchmark assessments for progress monitoring b. Create structures for peer observations and training on implementation of ELD standards as well as student engagement through structured student talk c. Provide Integrated/Designated ELD Professional Learning Opportunities for teachers to enhance their skills in effectively teaching English language development across content areas d. Ensure English learners have Access to Rigorous Courses by providing appropriate support and accommodations to ensure their success in challenging academic coursework e. Provide EL Teacher on Special Assignment (TOSA) to offer professional development and oversee progress monitoring	\$130,000.00	Yes
5.6	Systems and conditions to support program effectiveness of the English Language Development Program	a. Continue and expand use of Ellevation to monitor progress b. Implement Ongoing Individualized Progress Monitoring to track the academic and language development of English learners and immigrant students and adjust support interventions accordingly c. Director of Curriculum, Instruction and Accountability to oversee the ELD program d. Implement EL Master Plan e. Hire bilingual paraprofessionals to support students in mainstream courses	\$614,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.7	Alignment, Articulation, and High Expectations in the ELD Program	a. Place ELD 3 students in mainstream courses instead of content EL courses b. Develop IEP practices and teacher training to strengthen the program for the needs of English learners with disabilities c. Offer College & Career Exposure opportunities to English learners and immigrant students to broaden their horizons and inspire future academic and career aspirations d. Engage in two-way articulation and alignment with partner elementary school districts and the community college system	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By July 2027, students with Individualized Educational Program will be at least in the Orange Indicator on the Dashboard in the areas of Smarter Balanced Assessments, Suspension Rate, Graduation Rate, and College and Career Indicator	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The 2023-24 Annual Determination Letter from the Compliance and Improvement Monitoring Process Division of the California Department of Education identified JUHSD as needing improvement and support in six out of ten indicators. JUHSD was identified as significantly disproportionate among African American students identified with Specific Learning Disabilities. As a result, the Special Education Department must develop systems and processes to support the holistic needs of students with disabilities.

Note: Metrics with "0" baseline indicates that the baseline will be collected and set in the 2024-2025 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Dashboard - ELA Student group performance of Students with Disabilities in Academic Indicator - ELA	2023 RED - Student group performance level of SWD in ELA	2024 ORANGE - Student performance of SWD in ELA		2026 YELLOW - Student group performance of SWD in ELA	One performance level above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard					
6.2	Dashboard - Math Student group performance of Students with Disabilities in Academic Indicator - Math Data Source: CA School Dashboard	2023 RED - Student group performance level of SWD in Math	2024 RED - Student group performance of SWD in Math		2026 YELLOW - Student group performance of SWD in math	No difference in performance level from the baseline
6.3	Dashboard - College and Career Student group performance of Students with Disabilities in College and Career Indicator Data Source: CA School Dashboard	2023-24 0	2024 YELLOW - student group performance of SWD in College and Career Indicator		2026 YELLOW - Student group performance level of SWD in College and Career Indicator	No difference. Baseline set in 2024
6.4	Dashboard - Suspension Rate Student group performance of Students with Disabilities in Suspension Rate Indicator	2023 ORANGE - Student group performance of SWD in Suspension Rate Indicator	2024 GREEN - Student group performance of SWD in Suspension Rate Indicator		2026 ORANGE - Student group performance level of SWD in Suspension Rate Indicator	Two performance level above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard					
6.5	Parent Survey Percent of parents or guardians of students with IEPs who participate in the California Department of Education Parent Survey Data Source: Local	2023-24 0	2024-25 0		2026-27 >50%	No difference. Baseline in 2025-26
6.6	Dashboard - Graduation Rate Student group performance of Students with Disabilities in Graduation Rate Indicator Data Source: CA School Dashboard	2023 YELLOW - Student group performance of SWD in Graduation Rate Indicator	2024 YELLOW - Student group performance of SWD in Graduation Rate Indicator		2023 GREEN - Student group performance level of SWD in Graduation Rate Indicator	Level stayed the same as in baseline data (Yellow indicator)
6.7	A-G Rate (Diploma Bound Students) Rate of diploma bound students who met the requirements for entering the University of California and California State University System	Class of 2023 15% of diploma bound students met the A-G requirements	Class of 2024 24% of diploma bound students met the A-G requirements"		Class of 2026 30% of diploma bound students meet the A-G requirements	9% increase in students meeting A-G requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source; CALPADS Report 15.1 and 15.2					
6.8	Least Restrictive Environment >80% Rate of SWD inside the regular classroom 80% or more of day Data Source: Annual Determination Letter	2022-23 44.3% of students are participating in the general education setting at least 80% of the school day	2023-24 48% of students are participating in the general education setting at least 80% of the school day		2025-26 70% of students or more are participating in the general education setting at least 80% of the school day	3.7% increase in students participating in the general education setting at least 80% of the school day
6.9	Least Restrictive Environment <40% Rate of SWD inside the regular classroom less than 40% of the day Data Source: Annual Determination Letter	2022-23 19.4% of students are participating in the general education setting more than 40% of the school day	2023-24 16.2% of students are participating in the general education setting more than 40% of the school day		2025-26 12% of students or less are participating in the general education setting more than 40% of the school day	3.2% decrease in students participating in the general education setting more than 40% of the school day
6.10	Least Restrictive Environment - Separate School Rate of students served in public or private separate schools, residential facilities, or homebound/hospital placements Data Source: Annual Determination Letter	2022-23 5.38% of students are placed in a separate school	2023-24 6.4% of students are placed in a separate school		2025-26 2.4% of students or less are placed in a separate school	1.02% increase in students placed in a separate school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.11	IEP Implementation Percent of students with disabilities who have 90% or more of their services delivered as described in their IEP Data Source: IEP Implementation Data Collection/Annual Determination Letter	2022-23 73.3% of students have 90% of their IEP services delivered	2023-24 84.4% of students have 90% of their IEP service delivered		2025-26 90% of students have 90% of their IEP services delivered	11.1% increase in students who have 90% of their IEP services delivered
6.12	Universal Behavior Training (Crisis Prevention/Deescalation/Intervention) Percent of staff (including substitute teachers) trained Data Source: Local	2023-24 0	2024-25 0		2026-27 >80% staff trained in Crisis Prevention/Deescalation Intervention	Baseline set in 2025-26

Goal Analysis [2024-25]

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

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

Goal 6 focuses on strengthening supports, systems, and outcomes for students with disabilities. Implementation across all actions is well underway, with significant investments in staffing, instructional access, compliance monitoring, and inclusive practices. Several foundational structures—such as co-teaching, transition planning, and IEP training—are now embedded districtwide. Some actions, particularly family engagement and formalized curricular enhancements, are still in development or require greater consistency across sites.

Successes:

Special Education Base Program (6.1): All planned actions are fully implemented, including credentialed staff, paraprofessionals, contracted services, non-public placements, and mentoring for new teachers. The district has also invested in a visually structured life skills program and added a program specialist to support service delivery.

Inclusive Practices (6.2): Co-teaching has expanded across multiple sites. Westmoor added two sections, while Oceana continues to co-teach across grades and subjects, including support for students with extensive needs. Stipends support collaboration, and paraprofessional staffing was increased. Staff attended SELPA-led co-teaching PD sessions in November and December.

IEP Compliance (6.4): Robust systems are in place to monitor IEP timelines, fidelity of implementation, and eligibility documentation. Exemplar IEPs were developed and added to the staff handbook. Trainings and process improvements—such as BER tracking via InformedK12 and fidelity forms piloted by the BCBA—support consistency and compliance across the district.

College & Career Readiness for Students with IEPs (6.5): Transition plans are informed by annual interest inventories for all students with IEPs. Case managers now lead updates, embedding post-secondary planning in ongoing support.

Professional Development (6.7): Safety Care de-escalation training has been expanded to include site administrators and support staff. Special education teachers continue to engage in Constructing Meaning and Universal Design for Learning (UDL) professional development to better serve students in inclusive settings.

Partially Implemented or In Progress:

Curriculum & Instruction (6.3): Standards-aligned curriculum and assessment practices are being strengthened, particularly for students with extensive support needs. A new reading diagnostic tool was piloted at Jefferson. While recommendations were made to integrate CAASPP-style practice and accommodations into tutorials, this has not yet been systematized.

Parent/Guardian Involvement (6.6): Family workshops and the Special Education Parent Advisory Committee are in the planning phase for spring. These structures will enhance family voice and partnership in special education programming.

Summary:

Goal 6 implementation demonstrates substantial progress in expanding inclusive practices, building staff capacity, improving IEP compliance, and supporting post-secondary transitions for students with disabilities. Foundational staffing and systems are solidly in place. Continued efforts are needed to fully implement curricular supports, engage families, and ensure consistent instructional practices across sites. The district's ongoing investment in training, monitoring tools, and collaborative structures positions it well to continue advancing equity and access for students receiving special education services.

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.

6.1 Base Program for the Special Education Program - Expenditures exceeded the budgeted amount due to higher-than-anticipated staff benefit costs.

6.2 Inclusive Practices - No additional cost was incurred, as the actions were embedded within existing programs and services.

6.3 Curriculum and Instruction - No additional cost was incurred, as the actions were embedded within existing programs and services.

6.4 IEP Compliance - No additional cost was incurred, as the actions were embedded within existing programs and services.

6.5 College and Career Readiness for Students with IEP - No additional cost was incurred, as the actions were embedded within existing programs and services.

6.6 Parent/Guardian Involvement - No additional cost was incurred, as the actions were embedded within existing programs and services.

6.7 Professional Development - No additional cost was incurred, as the actions were embedded within existing programs and services.

6.8 Mental Health Programs for Students with Disabilities - No additional cost was incurred, as the actions were embedded within existing programs and services.

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

Effective Areas:

IEP Implementation (6.11): A notable 11.1% increase in the percentage of SWD receiving 90% or more of their IEP services demonstrates effective progress monitoring, strengthened accountability systems, and improved service delivery.

ELA Performance (6.1): The CA Dashboard performance level improved from Red to Orange, a positive indication of growth in literacy access and instructional supports for SWD.

Suspension Rate (6.4): This area saw the strongest gains, improving two levels from Orange to Green, suggesting that restorative practices and behavior intervention supports are effectively reducing exclusionary discipline.

A-G Completion (6.7): Among diploma-bound students, the A-G completion rate increased from 15% to 24%, a 9% gain that signals improved access to rigorous coursework and credit monitoring for college eligibility.

Least Restrictive Environment >80% (6.8): The percentage of students spending most of the day in general education increased from 44.3% to 48%, showing a 3.7% gain toward the district's inclusion goals.

IEP Services in Inclusive Settings (6.9): There was a 3.2% decrease in students placed in highly restrictive environments (<40% gen ed), indicating modest but positive movement toward inclusion.

Partially Effective or Mixed Results:

Graduation Rate (6.6): Dashboard performance remained steady at Yellow, indicating consistency but no movement toward the Green target.

College and Career Indicator (6.3): Baseline was established in 2024 at Yellow, matching the Year 2 outcome. The district will need to expand college- and career-preparatory experiences to meet its target.

Dashboard Math Indicator (6.2): The performance level remained Red, indicating no progress. This highlights a need for targeted academic supports, particularly in math instruction for SWD.

Areas Needing Improvement:

Separate School Placements (6.10): The percentage of students placed in separate settings increased from 5.38% to 6.4%, moving further from the target of <2.4%. This suggests a need to review placement practices and expand in-district supports for students with intensive needs.

Parent Survey Participation (6.5): No data was collected in Year 1 or Year 2, so this metric shows no progress. Engaging families of students with disabilities remains a critical area of focus.

Behavioral Training (6.12): While training is planned, no data is yet available, making it difficult to assess progress on this foundational support metric.

Universal Math Achievement (6.2): No change in math proficiency performance for SWD on the Dashboard (remaining at Red) points to a significant area requiring intensified intervention and support in standards-aligned math instruction.

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.

Inclusive Practices:

Two adjustments were made:

(a) An increase of 2.4 FTE education specialists was added to support co-teaching in general education classrooms.

(b) A new collaboration stipend was introduced for case managers and general education teachers to formalize expectations and foster stronger implementation of co-teaching practices.

(c) A new partnership with WestEd was established to provide co-teaching training to support inclusive instructional practices

.

Curriculum and Instruction:

A new pilot using Stanford's ROAR (Rapid Online Assessment of Reading) was added to help assess and target reading needs of students with disabilities. This tool informs interventions across areas such as phonics, comprehension, and fluency

.

Mental Health Support:

A new mental health initiative was launched specifically for students with IEPs, shifting the focus from clinical to educationally aligned services. The additions include:

Hiring a full-time therapist for Terra Nova.

Restructuring an existing position to include a 0.6 FTE Clinical Supervisor and 0.4 FTE Mental Health Therapist.

Providing targeted professional development for mental health staff.

Evaluating options to bill for mental health services to sustain programming

.

Metrics:

New metric categories such as Parent Survey participation and Universal Behavior Training were added, with baselines established in 2024–25, indicating increased emphasis on engagement and staff preparedness.

Dashboard indicators (ELA, Math, College/Career, Suspension, Graduation) remained as-is, but more specific targets and performance tracking were added based on 2023 and 2024 outcomes

.

*An asterisk indicates items that are new or revised for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Continue to support the Base Program for the Special Education Program	a. Appropriately credentialed and highly qualified certificated teachers, including Specialists such as Speech and Occupational Therapists b. Paraeducators c. Benefits & Payroll costs d. Contracted Services, including alternative placements e. Materials and Supplies f. Non-Public School program g. Provide 2 prep periods for mild/moderate teachers for IEP h. Provide paraprofessional training i. Provide mentoring support to new SPED teachers j. Implement a visually structured life skills program (non staff) k. Hire a program specialist	\$17,850,000.00	No
6.2	Inclusive Practices	a. Additional education specialists to support co-teaching b. Collaboration meeting stipend between general education teachers and case managers c. Co-teaching training	\$0.00	No
6.3	Curriculum and Instruction	a. Support students with disabilities in accessing and engaging with state standards-aligned instruction, assessments, and learning activities b. Provide ongoing professional development opportunities for special education staff to enhance their knowledge and skills in delivering high-quality instruction, accommodations, and support services c. Use ongoing assessment data to monitor student progress, identify areas of need, and adjust instruction and support services accordingly d. Explore to adopting a reading intervention program e. Practice with CAASPP problems and accommodations in tutorial f. Explore pathways to support General Education teachers in earning a Special Education credential.*	\$0.00	No
6.4	IEP Compliance	a. Ensure consistent and thorough implementation of Individualized Education Programs	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		b. Ensure IEP timelines are met and draft reports are completed before the scheduled IEP meeting c. Consider other potential eligibilities during triennials d. Training and de-escalation of staff and student e. Create a system to monitor fidelity of IEP implementation (Functional Behavior Assessment, Behavior Intervention Plans, etc)		
6.5	College and Career Readiness for Stdents with IEP	a. Develop and implement comprehensive transition plans focusing on acquiring necessary skills for post-secondary education, employment, and independent living	\$0.00	No
6.6	Parent/Guardian Involvement	a. Family workshops b. Special Education Parent Advisory Committee c. Organize a parent engagement event designed to foster connections between families and school staff.*	\$0.00	No
6.7	Professional Development	a. Safety Care Training on de-escalation of staff and student. Explore ways to offer informational training to staff on de-escalation techniques* b. Constructing Meaning c. Universal Design for Learning Develop strategies to communicate UDL-related instructional shifts to students so they understand how these changes support their learning*	\$10,000.00	No
6.8	Mental Health Programs for Students with Disabilities*	a. Redesign a continuum of Mental Health Programs for students with IEP to be more educationally based rather than clinically based. b. Provide comprehensive training for mental health therapists in the following areas: Integrating mental health support within the school curriculum	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Developing treatment plans and mental health goals with clear benchmarks for progress monitoring • Enhancing skills in clinical intervention tools and practices • Conducting education-focused mental health assessments, including training on protocols and procedures c. Through the IEP process, determine and document the continuum of related services needed for all students, i.e., individual, group, behavioral, and parent coaching. At each meeting, discuss and document the current services and goals to meet the least restrictive environment (LRE) and the Free and Appropriate Education (FAPE) offer. Additional services may need to be discussed based on the student's individual needs. d. Hire a full-time (1.0 FTE) Mental Health Therapist to support Terra Nova High School's mental health program (new position to replace Behavioral Health Recovery Services therapist) e. Hire a 0.6 FTE Clinical Supervisor to provide oversight, coaching, and professional development for mental health therapists, and a 0.4 FTE Mental Health Therapist to increase direct student services (restructure current position) f. Explore and evaluate billing options for mental health and wellness services provided to students, including the feasibility of establishing in-house billing processes through dedicated staff or contracting with a third-party billing company. The goal is to identify sustainable funding streams, such as Medi-Cal or other reimbursement programs, to support and expand student mental health services.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Maintain the Effectiveness of School Operations	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Creating this goal essential to ensure a smooth functioning school system. By including this type of goal, JUHSD can effectively monitor performance on metrics that might not be explicitly addressed in other goals outlined in the LCAP. This ensures that essential aspects of school operations, such as administrative efficiency, financial stewardship, and compliance with state requirements. Ultimately, maintaining the effectiveness of school operations supports the overall mission of the LEA in providing high-quality education and fostering student success.

Note: Metrics with "0" baseline indicates that the baseline will be collected and set in the 2025-2026 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Facilities Inspection Tool Tool to determine if a school facility is in "good repair" Data Source: FIT Tool	2023-2024 Facilities are classified in GOOD standard	2024-2025 Facilities are classified in GOOD standard		2026-2027 EXEMPLARY Standard	No difference from baseline. Maintained at "good" standard.
7.2	Certificated Staff Retention Rate	2022-23 to 2023-24	2023-24 to 2024-25		2025-26 to 2026-27	No change in overall staff retention

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of certificated (non-management) staff who continue to be employed the next year Data Source: CALPADS	90% of certificated (non-admin) staff remained as an employee of JUHSD Ethnic Breakdown of certificated (non-management) staff in 2023-24 African American/Black = 1% Asian = 8% Filipino = 17% Hispanic = 11% Pacific Islander = 0% White = 59% 2 or More = 3%	90% of certificated (non-admin) staff remained as an employee of JUHSD Ethnic Breakdown of certificated (non-management) staff in 2024-25 African American/Black = 1% Asian = 8% Filipino = 14% Hispanic = 16% Pacific Islander = 0% White = 56% 2 or More = 3%		>90% of staff remains employed with JUHSD	
7.3	Administrator Retention Rate Percent of administrators who continue to be employed the next year Data Source: CALPADS	2022-23 to 2023-24 90% of administrators remained as an administrator at JUHSD Ethnic Breakdown of administrators in 2023-24 African American/Black = 0% Asian = 13% Filipino = 6% Hispanic = 10%	2023-24 to 2024-25 86% of administrators remained as an administrator at JUHSD Ethnic Breakdown of administrators in 2024-25		2025-26 to 2026-27 >90% of staff remains employed with JUHSD	4% decrease in retention rate of administrators

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander = 0% White = 61% 2 or More = 10%	African American/Black = 3% Asian = 17% Filipino = 7% Hispanic = 14% Pacific Islander = 0% White = 52% 2 or More = 7%			
7.4	Communication Survey (1 - very dissatisfied and 4 - very satisfied) Percent of parents, students and staff who are satisfied or very satisfied with the communication between district/school and the JUHSD Community (students, families, staff) Data Source: Local	2023-24 0	2024-25 0		2026-27 >70% parents, students, and staff are satisfied or very satisfied with communication from the district/school	No difference. Baseline in 2025-26
7.5	Parent Survey Track for improvement in responses 1. Parents feel welcome to participate at this school 2. School encourages me to be an active partner	2022-2023 1. Parents feel welcome to participate at this school = 69% Agree or Strongly Agree 2. School encourages me to be an active partner with the school	2023-2024 1. Parents feel welcome to participate at this school = 76% Agree or Strongly Agree		2025-2026 At least 85% to all target survey questions	2023-2024 1. 7% increase in parents who feel welcome to participate at their school 2. 5% increase in school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3. School actively seeks the input of parents 4. School is a safe place for my child 5. School has clean and well-maintained facilities/properties Data Source: CA School Parent Survey	in educating my child = 77% Agree or Strongly Agree 3. School actively seeks the input of parents before making important decisions = 60% Agree or Strongly Agree 4. School is a safe place for my child = 79% Agree or Strongly Agree 5. School has clean and well-maintained facilities/properties = 74% Strongly Agree	2. School encourages me to be an active partner with the school in educating my child = 82% Agree or Strongly Agree 3. School actively seeks the input of parents before making important decisions = 63% Agree or Strongly Agree 4. School is a safe place for my child = 88% Agree or Strongly Agree 5. School has clean and well-maintained facilities/properties = 80% Strongly Agree			encouraging parents to be an active partner 3. 3% increase in school actively seeking the input of parents before making important decisions 4. 9% increase in feeling that school is a safe place for their child 5. 6% increase in recognizing that school has clean and well-maintained facilities/properties
7.6	Ineffective Teacher Rate An individual whose assignment is legally authorized by	2021-2022 6.3% of teachers are identified as Ineffective	2022-2023 6.9% of teachers are identified as Ineffective		2024 - 2025 Less than 5% of teachers identified as Ineffective	0.6% increase in teachers identified as ineffective

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Data Source: Dataquest - Teaching Assignment Monitoring Outcomes"					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.7	Out of Field Teacher Rate A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned Data Source: Dataquest - Teaching Assignment Monitoring Outcomes	2021-22 9.3% of teachers are identified as Out of Field	2022-2023 5.9% of teachers are identified as Out of Field		2024 - 2025 Less than 5% of teachers identified as Out of Field	3.4% decrease in teachers identified as Out of Field
7.8	Inexperienced Teacher Rate Percentage of teachers who has two or fewer years of teaching experience Data Source: CALPADS Report 4.4	2023-24 0	2024-2025 15% of teachers have two or fewer years of teaching experience		2026-27 <12% of teachers have two or fewer years of teaching experience	No difference. Baseline set in 2024-25.
7.9	Staff Self-Assessment of Increased Capacity and Confidence in Implementing PD Strategies Learning Recovery Emergency Block Grant Metric	2023-24 0	2024-25 0		2026-27 Increase the percentage of staff reporting improved capacity and confidence in applying PD strategies from baseline by 5%	No difference. Baseline set in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local					

Goal Analysis [2024-25]

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

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

Goal 7 supports the foundational conditions for learning by maintaining core programs, facilities, technology, communication systems, and student and family engagement. Implementation of most actions is on track, with strong progress in base program services, technology infrastructure, communication systems, and supports for unduplicated students. A few initiatives, such as parent workshops and technology upgrades, are still in planning or early implementation stages.

Successes:

Base Program for All Students (7.1): Staffing and infrastructure investments continue to meet baseline service levels, including teachers, counselors , school psychologists, administrators, librarians (part-time in classroom with teaching assignments), and technology support. Utilities, device maintenance, and curriculum/materials are fully funded and implemented.

Safe, Clean, and Well-Maintained Facilities (7.2) & Sustainable Practices (7.3): Site-level sustainability practices, including composting and recycling education, have launched. A sustainability committee composed of staff and students has been established to guide further work.

Recruit and Retain High-Quality Staff (7.4): Hiring incentives and support systems are in place for hard-to-staff positions. Credentialing support, administrative coaching, and induction services are being implemented to strengthen recruitment and retention efforts.

Standards-Aligned Materials (7.5): Textbook adoptions and materials purchases are proceeding as planned, with major adoptions in English, Physics, and Chemistry underway for 25-26. These materials were being piloted in 24-25.

Student Voice & Leadership (7.8): Student Advisory Councils are active at school sites and have engaged in listening sessions, particularly with underrepresented student groups. Associated Student Body training and peer support initiatives are in progress.

Communication Systems (7.9): Weekly updates, mass communication tools, social media engagement, and translation services are being implemented. A redesigned website was launched in February to improve user access and district transparency.

Tutoring & Supplies for Unduplicated Students (7.10): Paper.co tutoring services are being utilized, with over 3,400 student engagements. 9th-grade students show highest use in Math and ELA; 12th-grade students used Writing Review heavily for college application support.

Targeted Site Funds (7.11): All school sites have received allocations to provide tutoring and enhance instruction for English Learners and other unduplicated students. Funds are supporting planning time and supplemental services.

Partially Implemented or In Progress:

Technology Upgrades (7.6): While EdTech tools and Student Information System support are being implemented, the phone system refresh is still under review by the IT Department. This remains a key infrastructure goal.

Parent Engagement (7.7): Only one parent workshop was held regarding guardianship. This action area will benefit from increased coordination with school sites and family engagement leads.

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.

7.1 Base program for all students - No material difference

7.2 Safe, Clean, and Well-Maintained Facilities - No additional cost was incurred, as the actions were embedded within existing programs and services.

7.3 Sustainable Practices Across School Operations - No additional cost was incurred, as the actions were embedded within existing programs and services.

7.4 Recruit and Retain High-Quality Staff with Appropriate Credentials - Expenditures were lower the budgeted cost as the district did not have to hire as many teachers in hard to fill positions

7.5 Purchase Standards-Aligned Instructional Materials and Supplies - Expenditures slightly exceeded the budgeted amount due to additional costs for taxes and shipping.

7.6 Enhance Technology to Improve Learning Outcomes - Expenditures were lower the budgeted cost as the refresh in the phone system did not cost as much as expected.

7.7 Enhance Parent Engagement and Involvement - Expenditures were lower than the budgeted cost as the District offered limited parent engagement activities.

7.8 Amplify Student Voice and Participation - Expenditures were lower than the budgeted cost as the peer resource course did not access funds this school year.

7.9 Communication Among Students, Parents, Staff, and Community members - Expenditures were higher than budgeted due to an underestimation of staff salary placement.

7.10 Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income) - Expenditures exceeded the budgeted amount due to increased transportation support provided to foster youth and unhoused students.

7.11 Allocate Site Funds to Provide Targeted Supports for Unduplicated Students - Expenditures exceeded than the budgeted amount as principals used carryover site funds from the previous year.

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

Effective Areas:

Parent Survey (7.5): Parent satisfaction increased across all indicators, including a 9% rise in perceived school safety and a 7% increase in parents feeling welcome. These improvements reflect progress in outreach, communication, and family engagement efforts.

Out-of-Field Teacher Rate (7.7): This rate declined from 9.3% to 5.9%, a 3.4% decrease, indicating improved alignment between teacher credentials and assignments. Continued credential support and monitoring contributed to this success.

Least Restrictive Environment Efforts (linked to 6.8/7.5): Though not specific to Goal 7 metrics, ongoing efforts around clean, well-maintained facilities and equity in staffing are supported through actions that contribute to a more inclusive learning environment.

Maintained Progress:

Facilities Inspection Tool (7.1): School facilities have consistently met the “Good” rating standard. While the “Exemplary” target remains unmet, the current status confirms maintained infrastructure quality.

Certificated Staff Retention (7.2): The retention rate stayed at 90%, signaling staff stability. While the district did not exceed its retention goals, maintaining this rate supports continuity in instruction and school culture.

Mixed Results or Emerging Baselines:

Administrator Retention Rate (7.3): Retention dropped slightly from 90% to 86%, suggesting a need to revisit leadership development, workload, or support structures to improve administrator sustainability.

Inexperienced Teacher Rate (7.8): Set as a baseline in 2024–25 at 15%, this metric will require targeted mentoring and induction supports to ensure new teachers are well-equipped and retained.

Communication Survey (7.4): No data was reported in Year 1 or Year 2, leaving effectiveness undetermined. Developing and analyzing this measure will be key for gauging stakeholder satisfaction moving forward.

Staff Self-Assessment of PD Capacity (7.9): With baseline collection pending, this metric cannot yet reflect progress. Future implementation will help determine the effectiveness of professional development efforts supported by the Learning Recovery Emergency Block Grant.

Areas Requiring Improvement:

Ineffective Teacher Rate (7.6): The percentage of teachers classified as “ineffective” increased slightly from 6.3% to 6.9%, moving further from the <5% target. Continued recruitment and credentialing support are needed to address this.

State and Local Communication Metrics (7.4, 7.9): The absence of current data prevents a full evaluation of efforts related to community engagement and staff growth. These metrics require activation to inform adjustments.

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

Following reflections on implementation and staff feedback, Goal 7 was updated to include more structured and intentional professional development aligned to staff capacity-building and learning recovery. A key change includes the expanded use of the Learning Recovery Emergency Block Grant to fund professional development focused on Universal Design for Learning (UDL), math, English Language Development (ELD), co-teaching, personal finance, and library services for both certificated and classified staff. These areas were selected based on identified instructional gaps and their alignment to student performance needs in ELA, math, and graduation readiness.

To monitor the effectiveness of this investment, a new metric was introduced to track the percent of staff participating in equity-focused professional development, which will allow the district to assess both reach and implementation fidelity.

*An asterisk indicates items that are new or revised for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Base program for all students	Teachers (22.7:1) Counselors 400:1 School Psychologists (4)	\$50,700,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Administrators (23) Classified Staff excluding Paraeducators Librarians (4) Custodial & Maintenance Staff Utilities Curriculum, Materials & Supplies New device & device maintenance purchases Technology support staff (7) Internet connection Benefits & Payroll costs		
7.2	Safe, Clean, and Well-Maintained Facilities	a. Implement continuous education programs focusing on composting, recycling, and responsible landfill practice b. Energy and utilities audit c. Establish a task force	\$0.00	No
7.3	Sustainable Practices Across School Operations	a. Implement continuous education programs focusing on composting, recycling, and responsible landfill practice b. Energy and utilities audit c. Establish a task force	\$0.00	No
7.4	Recruit and Retain High-Quality Staff with Appropriate Credentials	a. Hiring bonus in math, science, world language, and special education b. Career Technical Education credentials c. California Subject Examinations for Teachers (CSET) in areas of need d. CTEL exams	\$366,000.00	No

Action #	Title	Description	Total Funds	Contributing
		e. Tier 2 administrative credential f. Coaching and leadership training for administrators g. Induction coordinator for General Education h. Special Education intern supervisor for Special Education i. Provide professional development to staff with a special focus on Universal Design for Learning, math, English Language Development, co-teaching, personal finance, library services (certificated and classified) ----- LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 7.4i: Professional Development Explanation: JUHSD's needs assessment revealed achievement gaps on state assessments and graduation rates among English Learners, students with disabilities, and socioeconomically disadvantaged students. To address these disparities, the district will use Learning Recovery Emergency Block Grant funds to provide targeted professional development in Universal Design for Learning (UDL), math, English Language Development (ELD), co-teaching, personal finance, and library services. This action aligns with LREBG allowable uses by: • Enhancing instructional quality through evidence-based professional development, • Addressing diverse learning needs and barriers to achievement, • Supporting inclusive practices that improve academic outcomes and engagement. Research confirms that UDL and co-teaching foster equitable access to learning (CAST, 2018; Friend et al., 2010), and that PD in math and ELD improves alignment with standards and assessment outcomes (Darling-		

Action #	Title	Description	Total Funds	Contributing
		Hammond et al., 2017). This comprehensive approach builds educator capacity to raise student achievement and support graduation success for all learners. Metric 7.9 - Staff Self-Assessment of Increased Capacity and Confidence in Implementing PD Strategies Cost: \$50,000		
7.5	Purchase Standards-Aligned Instructional Materials and Supplies	a. Materials and supplies b. Textbook adoption (English, Physics, Chemistry)	\$550,000.00	No
7.6	Enhance Technology to Improve Learning Outcomes	a. Ed Tech Tools b. Refresh phone system c. Ongoing Student Information System training and support	\$50,000.00	No
7.7	Enhance Parent Engagement and Involvement	a. Parent workshops	\$1,000.00	No
7.8	Amplify Student Voice and Participation	a. Student Advisory Council b. Monthly meeting between Student Advisory Council and Principal c. School climate survey d. Associated Student Body training for students e. Peer assistance program training and material f. Election of Student Advisory Council by student body g. Listening Sessions	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.9	Communication Among Students, Parents, Staff, and Community members	a. Weekly district updates to staff and community b. Mass communication platform c. Social media presence d. Up-to-date district and school websites e. Interpretation and translation services f. Director of Communication g. Training on communication platform h. Website redesign	\$215,000.00	No
7.10	Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income)	a. Online Tutoring b. Basic materials and supplies ----- LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 7.10: Online Tutoring Explanation: JUHSD's needs assessment identified learning gaps in math and English, especially among historically underserved student groups. Using Learning Recovery Emergency Block Grant funds, the district will provide 24/7 online tutoring to ensure students have continuous, personalized academic support beyond the school day. This action aligns with LREBG allowable uses by: -Expanding evidence-based learning supports, -Providing tutoring to accelerate academic proficiency, -Supporting progress in core subjects linked to CAASPP performance and graduation readiness. Research shows that timely, targeted tutoring is one of the most effective interventions for improving student achievement (Robinson et al., 2021).	\$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This service helps increase student confidence, engagement, and course completion—key contributors to graduation success. Metric 4.1 - Graduation Rate (Adjusted Cohort Graduation Rate of students who receive a standard high school diploma within 4 years) Cost: \$140,000		
7.11	Allocate Site Funds to Provide Targeted Supports for Unduplicated Students	Jefferson High School \$101,800 Oceana High School \$18,000 Terra Nova High School \$29,900 Thornton High School \$24,500 Westmoor High School \$99,600	\$276,900.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,456,399	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.303%	0.000%	\$0.00	7.303%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	Action: Tiered and Integrated Wellness and Mental Health Staffing	Districtwide, students learning English and socioeconomically disadvantaged students received a red rating on the California School Dashboard's academic indicator for both English Language Arts (ELA) and mathematics. Empathy interviews and student survey results consistently indicate that these students—along with foster youth and homeless students—report high levels of disengagement and a sense of being undervalued and unseen at their school sites.	2.5 Chronic Absenteeism 2.6 CA Healthy Kids Survey Question on "School Perceived as Safe or Very Safe" 2.7 Percent of students served by the mental health staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: After analyzing the suspension and chronic absenteeism rate, there is a significant disproportionate outcomes among students in the unduplicated student groups. To support this, we recognize the need for wellness counselors to oversee the social emotional mental health programs. We expect that students will feel more connected and engaged with the support of these staff, thus decreasing the suspension and chronic absenteeism rate of our unduplicated student groups. Scope: LEA-wide	These findings point to the need for more targeted and accessible mental health and wellness support across all campuses. In 2024–25, 75% of English learners were seen at least once by a Wellness Staff member, a rate that is 10% higher than the overall student population. Furthermore, 100% of homeless and foster youth received wellness check-ins. These outcomes demonstrate that increased wellness staffing helps ensure our most vulnerable student groups are actively supported. Mental health professionals are essential in identifying and addressing social-emotional and behavioral challenges early—particularly those that disproportionately affect English learners, low-income students, foster youth, and students with disabilities. However, these challenges are not isolated to one school. Every site is facing increased demand for services due to rising anxiety, depression, and trauma-related behaviors. This action is implemented on a districtwide (LEA-wide) basis to ensure equitable access to services for all students, regardless of which school they attend. Uniform access to wellness support is critical to our Multi-Tiered System of Support (MTSS), which provides targeted, timely interventions based on student need rather than school site capacity. Data from all JUHSD campuses show an uptick in student-reported stress, anxiety, and emotional crises. This includes students across subgroups, though the impact is greatest for our high-need	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		populations. A site-based approach would result in uneven access to care; districtwide staffing ensures consistent support across schools. Political discourse, especially surrounding immigration, LGBTQ+ rights, and racial justice, has contributed to heightened anxiety and a sense of vulnerability among students from historically underserved communities. Many students report experiencing fear or alienation, both in and outside of school. A coordinated districtwide approach allows our staff to respond with cultural competence and trauma-informed care. Foster youth, low-income students, and English learners in our district are disproportionately affected by higher rates of suspension and chronic absenteeism. (Suspension rate: all students = 3.1%, English Learner = 4.6% , Socioeconomically Disadvantaged = 3.7% Chronic Absenteeism: all students = 19%, English Learner= 26.2%, Socioeconomically Disadvantaged = 23%) This is the most effective use of funds to meet the district goals for English learners, foster youth, and low-income students because these students often face complex challenges—including trauma, housing instability, and limited access to mental health services—that directly affect their engagement and success in school. By investing in tiered and integrated wellness and mental health staffing, we address these barriers through targeted, culturally responsive support that fosters trust, connection, and early intervention—key	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		strategies for preventing exclusionary discipline and improving attendance. Because unduplicated students are most impacted by these challenges, this action is expected to have a disproportionately positive effect on their outcomes. It is a strategic, equity-driven investment aligned with the district's goals of reducing disproportionality and ensuring that all students have access to a safe, supportive, and inclusive school environment.	
2.3	Action: Staffing to oversee attendance, discipline, mental health, and social emotional learning Need: In 2024-25, chronic absenteeism remains a significant concern across JUHSD, with a rate of 19% for all students and even higher rates for unduplicated pupils: 26.2% for English learners and 23% for socioeconomically disadvantaged students, compared to 14.9% for non-SED students. These disparities, coupled with discipline data and student survey responses, reveal a broader need to improve student engagement, mental health support, and school climate—particularly for our most vulnerable student groups. There is a demonstrated need for an administrator primarily dedicated to serving unduplicated pupils (UP). This role focuses on improving school climate and culture, reducing truancy, increasing student engagement, and	Having dedicated staff to oversee attendance, discipline, mental health, and social-emotional learning (SEL) ensures students have consistent access to critical support services across the district. Because many students in these groups transfer between school sites, LEA-wide consistency in implementation is essential. These staff members can proactively identify students experiencing attendance challenges, behavioral concerns, mental health issues, or social-emotional difficulties. By intervening early, they help prevent problems from escalating and foster a safer, more supportive school environment. They also collaborate with students, families, and other stakeholders to create individualized support plans tailored to each student's needs. This investment is a strategic and effective use of funds, as LEA-wide administrators—skilled in tools like the Solution Matrix and family conferencing—can build a sense of safety, value, and connection. The action is especially impactful for English learners, foster youth, and low-income students,	2.1 - Suspension Rate 2.3 - Discipline Referral Rate 2.9 - Risk ratio for in school suspensions 2.10 - Risk ratio for out of school suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	boosting parental involvement. The decision to allocate funds for this staffing support is based on clear evidence of disproportionality in outcomes for English learners, low-income students, and foster youth. Additionally, Healthy Kids Survey results indicate a need to strengthen relationships between students and staff, as well as among staff members. By overseeing attendance, discipline, mental health, and social-emotional learning (SEL), this dedicated site-level role will ensure a coordinated, equity-centered approach to addressing barriers to success and creating inclusive, supportive learning environments districtwide. Suspension Rate: all students = 3.1% (0.7% decrease from previous year) English Learner = 4.6% (2.1% decrease from previous year) Socioeconomically Disadvantaged = 3.7% (1.7% decrease from previous year) Foster Youth = 0% (10% decrease from previous year). Scope: LEA-wide	who are disproportionately affected by chronic absenteeism, exclusionary discipline, and unmet social-emotional needs. This is the most effective use of funds for English learners, foster youth, and low-income students to meet district goals because it ensures early identification and intervention, coordinates services, and fosters a positive school climate. This staffing directly addresses barriers faced by unduplicated pupils, making it an equity-centered approach aligned with district priorities and expected to have a disproportionately positive impact on their engagement, well-being, and academic success.	
3.7	Action: Instructional Coaching Need:	Districtwide analysis reveals that academic disparities affecting English learners, foster youth, and low-income students are systemic, with performance gaps persisting across all school sites and indicators—including the English Language Proficiency Indicator, Smarter Balanced Assessments, and A–G completion. In particular,	3.1 - Renaissance benchmark assessments in ELA 3.2 Renaissance benchmark assessments in math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	After analyzing academic performance data across multiple indicators—including Smarter Balanced Assessments, A-G completion rates, Advanced Placement results, the College and Career Indicator, and the English Language Proficiency Indicator (ELPI), it remains evident that students who are English learners, experiencing homelessness, in foster care, or from low-income backgrounds continue to underperform compared to their peers. Of particular concern is the persistent performance gap among English learners, which has not narrowed significantly despite ongoing efforts. The ELPI went down from green to orange in 2024. To address these disparities, the district is implementing a tiered strategy focused on curriculum, instruction, assessment, and access to rigorous coursework. These efforts are being deployed districtwide to improve academic outcomes for all students, with an intentional focus on accelerating progress for English learners, foster youth, students experiencing homelessness, and those from low-income households. Instructional coaching plays a critical role in this strategy. By providing targeted, job-embedded support to teachers, instructional coaches help build capacity for effective, inclusive teaching practices. Coaches facilitate the impact cycle—collaborating with teachers through goal setting, observation, feedback, and reflection—so instructional practices are	the consistent underperformance of English learners highlights the need for a comprehensive instructional response. To address these inequities, the district is implementing instructional coaching using Jim Knight’s Impact Cycle model, which offers a structured, research-based framework for improving teaching practice. The cycle involves goal setting, classroom observation, modeling, and reflective dialogue—all tailored to individual teacher and student needs. By leveraging this model across the district, we ensure consistent, high-quality professional development that empowers educators to adapt and refine instruction in ways that directly benefit unduplicated students. Providing this support on an LEA-wide basis ensures equitable access to instructional coaching for all teachers, regardless of site. It also enables coordinated use of resources and a unified instructional vision focused on closing achievement gaps. Coaches work side-by-side with teachers to co-plan lessons, analyze student work, and implement strategies that support language development, academic engagement, and culturally responsive instruction. This is the most effective use of funds to meet the district goals for English learners, foster youth, and low-income students because this action has a disproportionately positive impact on these student groups. Instructional coaches use the Impact Cycle to help teachers design and deliver lessons that integrate language development with content	3.3 Smarter Balanced Scores in ELA 3.4 Smarter Balanced Scores in math 3.7 Classroom walkthroughs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continuously refined in response to student needs and outcomes. This approach fosters a culture of continuous improvement and ensures that instructional shifts are grounded in data and responsive to the needs of historically underserved students. By prioritizing coaching as a key lever for instructional equity, the district aims to close longstanding achievement gaps and promote more equitable academic outcomes for all learners. Scope: LEA-wide	mastery. They observe classroom practice, provide targeted feedback, and support the implementation of research-based strategies such as differentiation, language supports, and culturally responsive instruction. By strengthening teaching practices across classrooms, instructional coaching ensures that all students—and especially those who face additional barriers to learning—receive high-quality, engaging, and inclusive instruction.	
5.4	Action: Parent and Community Engagement of Students Learning English Need: Given the increasing and complex needs of students learning English, many of which are shaped by global migration patterns, interrupted schooling, and socio-emotional challenges, it is critical that the district fosters strong, culturally responsive partnerships with EL families. Research consistently shows that family engagement is a key driver of academic	These actions are designed to strengthen engagement with families of English learners by addressing barriers to access, communication, and support. Revising the parent engagement plan with input from ELAC and DELAC ensures alignment with community needs. Family liaisons at Jefferson and Westmoor provide direct, site-based support, while bilingual staff assist families during enrollment to create a welcoming and inclusive entry point. Immigrant Resource Events further connect families to essential services, fostering trust and partnerships that promote student success and well-being.	5.13 Parent Survey 5.14 Student Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	achievement and student well-being, especially for English learners. This need has been reaffirmed again through input gathered during English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings, where parents emphasized the importance of transparent communication, access to resources, and involvement in decision-making. Additionally, EL student focus group listening sessions revealed that students feel more supported when their families are engaged and school staff actively work to understand their linguistic and cultural backgrounds. Scope: Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.1	Action: Newcomer Wrap Around Intake Process and Supports	These actions are designed to address the rapid growth and intensified needs of English Learners (ELs), particularly newcomers who often arrive with limited English proficiency, interrupted formal education, and few transferable credits. The 90%	5.10 - English Language Proficiency Indicator 5.12 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: During the 2024–25 academic year, the ELD Department administered the Initial ELPAC to 114 students—representing a 90% increase from 2019–20, when the assessment was first administered. This sharp rise signals not only a significant increase in the number of newcomer immigrant students enrolling in the district but also a growing urgency to address the complexity and intensity of their needs. Many of these students arrive mid-year with limited or no transfer records, making accurate course placement and credit recovery particularly challenging. A large proportion also enter with interrupted or limited formal education in their home countries. As a result, they often require foundational academic support across multiple subjects, in addition to targeted English language development. Beyond academics, newcomer students frequently face significant social-emotional challenges. Many are navigating the trauma of displacement, family separation, and cultural adjustment, often without prior exposure to the U.S. school system. These factors compound their learning needs and require a coordinated, trauma-informed response from schools.	increase in Initial ELPAC administration since 2019–20 highlights the urgency for systemic, early, and coordinated supports. The comprehensive intake process ensures each EL student’s academic, language, and socioemotional needs are assessed and monitored over time. Dedicated counselors and social workers at sites with high EL populations provide mental health and case management services. Newcomer ELD sections and the Bridge Program offer designated instruction, foundational academic skills, and credit recovery tailored to students enrolling with little prior schooling. Additional supports—such as starter school supplies, access to medical care through the Daly City Youth Health Center, and district-level Ed Services Assistants—ensure EL students and families experience a welcoming, connected entry into the school system.	5.13 Parent Survey 5.14 Student Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
5.2	Action: Supports for Long-Term English Learners Need: Long-Term English Learners, despite being in U.S. schools for six years or more, continue to underperform academically. In 2024, only 5% met standards in ELA and 3% in math on the Smarter Balanced assessments. These low outcomes highlight the need for targeted supports that integrate language development with academic instruction. Without focused intervention, LTELs face ongoing barriers to reclassification, graduation, and postsecondary opportunities. Scope: Limited to Unduplicated Student Group(s)	These actions are designed to address the persistent academic and language development challenges facing Long-Term English Learners (LTELs), only 5% of whom met ELA standards and 3% met math standards on the 2024 Smarter Balanced assessments. Long-term ELs often face persistent challenges in achieving English language proficiency and academic success. Providing targeted support tailored to their specific needs, along with professional learning for teachers and staff, can help bridge learning gaps, improve language skills, and enhance academic achievement—enabling long-term ELs to succeed in school and reach their full potential. Designated ELD sections specifically for LTELs focus on their unique language needs, while Constructing Meaning strategies integrate language development into core academic content. Professional learning for administrators builds site-level leadership capacity to sustain these practices. Additionally, convening a district committee ensures a systemwide review of LTELs' academic, linguistic, and social-emotional needs to develop integrated supports and improve reclassification outcomes.	5.12 Reclassification Rate 5.6 Smarter Balanced Assessment in ELA for LTEL 5.7 Smarter Balanced Assessment in math for LTEL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.5	Action: ELD Curriculum Development and Professional Learning Need: There is a clear need for ongoing support in strengthening English Language Development (ELD) instruction and curriculum. Staff have expressed the importance of continued professional learning to enhance instructional practices, and this need is reinforced by student performance data—particularly Smarter Balanced assessment scores, which show that English learners consistently perform below their peers in language proficiency. Addressing these gaps requires intentional curriculum development and targeted professional learning to ensure EL students receive high-quality, language-rich instruction that supports both language acquisition and academic achievement. Scope: Limited to Unduplicated Student Group(s)	This action is designed to directly address the need for stronger English Language Development (ELD) instruction by providing dedicated support for curriculum alignment, instructional coaching, and professional learning. A Teacher on Special Assignment (TOSA) with expertise in ELD leads the development of curriculum aligned to both the California English Language Development Standards and academic content standards, ensuring EL students receive instruction that builds language proficiency and academic skills. The TOSA facilitates collaborative work with ELD teachers to define essential standards, develop scope and sequence for ELD I, II, and III, and create common assessments. They also evaluate the current curriculum. To build instructional capacity, the TOSA provides coaching cycles for both ELD and content-area teachers of ELs—particularly at high-need sites, while supporting site-based instructional coaches. Additionally, they organize targeted professional development and coordinate districtwide ELD teacher meetings. This comprehensive approach ensures that EL students receive high-quality, targeted instruction, and that teachers are equipped with the tools and training necessary to accelerate English language acquisition. These efforts are directly aimed at improving outcomes on the ELPAC, which measures students' annual progress in English language proficiency and reflects the effectiveness of instruction and support for English learners.	5.1 Designated ELD classroom administrator walkthrough 5.2 - Renaissance - STAR Reading Student Growth Percentile of EL Students 5.3 - Renaissance - STAR Math Student Growth Percentile of EL Students 5.4 Smarter Balanced Scores of Standard Met or Above - ENGLISH (all EL classification) 5.5 Smarter Balanced Scores of Standard Met or Above - MATH (all EL classification)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.6	Action: Systems and conditions to support program effectiveness of the English Language Development Program Need: There is a demonstrated need to strengthen the systems and infrastructure supporting the effectiveness of the English Language Development (ELD) program, as English learners continue to underperform compared to their peers on key measures such as the Smarter Balanced Assessments. Persistent achievement gaps in both English Language Arts and mathematics underscore the importance of consistent monitoring, targeted supports, and centralized oversight. Scope: Limited to Unduplicated Student Group(s)	These actions directly address the need to improve the effectiveness and coherence of the ELD program by building systems for monitoring, accountability, and support. Expanding the use of Ellevation and implementing individualized progress monitoring ensure that student data—such as ELPAC levels and Smarter Balanced scores—are used systematically to inform instruction and timely interventions. The assignment of a Director of Curriculum, Instruction, and Accountability provides dedicated leadership to oversee program fidelity and alignment with district and state expectations. The EL Master Plan serves as a foundational guide to standardize placement, instruction, and communication with families across sites, promoting equity and consistency. Finally, hiring bilingual paraprofessionals to support English learners in mainstream courses addresses classroom-level needs by ensuring students have access to scaffolding and language support, which helps close achievement gaps and improves outcomes in both content mastery and English language development.	5.1 Designated ELD classroom administrator walkthrough 5.12 Reclassification Rate 5.4 Smarter Balanced Scores of Standard Met or Above - ENGLISH (all EL classification) 5.5 Smarter Balanced Scores of Standard Met or Above - MATH (all EL classification)
5.7	Action: Alignment, Articulation, and High Expectations in the ELD Program Need:	This trend points to the need for intentional structures that promote high expectations, aligned supports, and access to rigorous academic opportunities. Placing ELD 3 students in mainstream courses ensures that students at higher proficiency levels are not held back in content EL courses, and are instead provided access to grade-level instruction with appropriate scaffolds.	5.1 Designated ELD classroom administrator walkthrough 5.10 English Language Proficiency Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Students learning English have underperformed in both academic and social-emotional metrics, signaling the need for a more holistic and aligned approach to support their success. Despite targeted efforts, only 11% of English learners scored at the proficient level (Level 4) on the 2023–24 Summative ELPAC, a decline from 15% in 2022–23, highlighting persistent challenges in advancing students to full English proficiency. Scope: Limited to Unduplicated Student Group(s)	Furthermore, English learners with disabilities require better integration of IEP practices with language development services. Training staff to understand the intersection of language needs and disabilities is essential for providing equitable, individualized support. To broaden aspirations and raise expectations, college and career exposure opportunities are critical. Many EL and immigrant students report limited awareness of postsecondary options, and without deliberate exposure, may not see themselves as college- or career-bound. Finally, two-way articulation with partner elementary districts and community colleges is necessary to create coherent pathways and ensure that expectations, instructional practices, and student supports are aligned across systems.	
7.10	Action: Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income) Need: Addressing the needs of unduplicated students is essential for promoting equity, providing academic support, addressing holistic needs, fostering social and emotional development, and ensuring long-term success for all students, regardless of their socio-	Unduplicated students—including English learners, foster youth, students experiencing homelessness, and low-income students—often face significant barriers to academic success due to unmet basic needs and limited access to academic support outside the classroom. These students are disproportionately impacted by economic instability, housing insecurity, and disrupted educational experiences, all of which can negatively affect attendance, academic performance, and engagement. Providing tutoring services helps address learning gaps and offers targeted academic support tailored to students who may need individualized instruction or homework assistance. Ensuring	1.1 Student Equity Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	economic background or personal circumstances. This initiative emerged from focus group feedback with parents and advocates of these student groups. Additionally, meetings with the students themselves revealed unmet needs such as prom tickets, warm clothing, shoes, and other essentials. Ensuring that these students have access to the same supplies as their peers can reduce the stigma and embarrassment associated with financial hardship, fostering a sense of belonging. Scope: Limited to Unduplicated Student Group(s)	access to basic school supplies and essential needs—such as hygiene products, clothing, or transportation support—removes logistical barriers that may otherwise prevent students from fully participating in their education. Meeting these foundational needs is essential to creating equitable learning conditions and ensuring that all students, regardless of their circumstances, have the opportunity to succeed academically and thrive socially and emotionally.	
7.11	Action: Allocate Site Funds to Provide Targeted Supports for Unduplicated Students Need: Each school site serves unduplicated students—English learners, foster youth, homeless, and low-income students—who face distinct barriers that require localized, targeted support. Data analysis from the California School Dashboard and site-level metrics, conducted during the development of each School Plan for Student Achievement	This action addresses the need by giving each school site the flexibility and resources to implement targeted supports aligned to the specific needs of their unduplicated student populations, as identified in their School Plan for Student Achievement. By allocating site funds, schools can provide early interventions—such as academic support, mentoring, wellness services, or basic supplies—that directly respond to the barriers faced by English learners, foster youth, homeless, and low-income students. This site-based approach ensures that supports are relevant, timely, and equity-driven, allowing schools to address socio-economic challenges proactively and create conditions that promote improved academic outcomes, graduation rates,	1.1 Student Equity Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(SPSA), revealed achievement gaps and areas of need unique to each campus. Allocating site funds empowers schools to implement interventions and services that are responsive to their specific student populations. Early, site-driven support can mitigate the effects of socio-economic challenges and improve academic performance, graduation rates, and postsecondary readiness for unduplicated students. This approach ensures that resources are equitably distributed and strategically used to address the most pressing needs at each site. Scope: Limited to Unduplicated Student Group(s)	and college and career readiness for these high-need student groups.	

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 goal 5.7, all actions and strategies will take about 1500 hours and multiply this with the standard rate of pay of \$57 and divide by the projected base amount. This equals to about 0.18%

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$47,328,166	\$3,456,399	7.303%	0.000%	7.303%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$61,651,147.00	\$8,018,460.00	\$8,000,000.00	\$684,116.00	\$78,353,723.00	\$62,572,747.00	\$15,780,976.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Partnership with National Equity Project	All	No			All Schools	2024 - 2026	\$0.00	\$65,000.00	\$0.00	\$65,000.00	\$0.00	\$0.00	\$65,000.00	
1	1.2	Anti bias/Anti racism Professional Development for all staff	All	No			All Schools	2024-2027	\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	
1	1.3	Teacher on Special Assignment (TOSA) for Equity, Inclusion, and Belonging and Ethnic Studies	All	No			All Schools	2024-2027	\$150,000.00	\$0.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$150,000.00	
1	1.4	Maintain and sustain Equity Teams	All	No			All Schools	2024-2027	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$0.00	\$7,500.00	
1	1.5	Students Organized Against Racism	All	No			All Schools	2024-2027	\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	
1	1.6	Equity Lens Tool	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.7	Workforce Equity Plan	All	No			All Schools	2024-2025	\$0.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	
1	1.8	Affinity Groups	All	No			All Schools	2024-2027	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
1	1.9	Ethnic Studies implementation across all school sites	All	No			All Schools	2024-2027	\$1,000.00	\$5,000.00	\$5,000.00	\$1,000.00	\$0.00	\$0.00	\$6,000.00	
1	1.10	LGBTQ+ training, resources, and supports for students, staff, and families	All	No			All Schools	2024-2027	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Significant Disproportionality plan implementation	87 students identified through multiple criteria (benchmark assessments, grade point average, grades in English and/or math)	No			Specific Schools: Jefferson High School	2024 - 2026	\$0.00	\$143,116.00	\$0.00	\$0.00	\$0.00	\$143,116.00	\$143,116.00	
2	2.1	Tiered and Integrated Wellness and Mental Health Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,768,000.00	\$0.00	\$1,427,000.00	\$1,341,000.00	\$0.00	\$0.00	\$2,768,000.00	
2	2.2	Social Emotional Learning Curriculum	All	No			All Schools	2024-2027	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
2	2.3	Staffing to oversee attendance, discipline, mental health, and social emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$355,747.00	\$0.00	\$355,747.00	\$0.00	\$0.00	\$0.00	\$355,747.00	
2	2.4	Student Attendance	All	No			All Schools	2024-2027	\$0.00	\$45,000.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00	
2	2.5	Restorative Practices	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.6	Student Wellness Supports and Services	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.7	Student Success Team and Multi Tiered Systems of Supports	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.8	Develop practices that promote and support staff well-being	All	No			All Schools	2024-2027	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Community partnerships	All	No			All Schools	2024-2027	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	
3	3.1	Universal Design for Learning	All	No			All Schools	2024-2027	\$2,500.00	\$25,000.00	\$2,500.00	\$0.00	\$0.00	\$25,000.00	\$27,500.00	
3	3.2	Constructing Meaning	All	No			All Schools	2024-2027	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00	
3	3.3	Grading for Equity	All	No			All Schools	2024-2027	\$0.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$60,000.00	
3	3.4	Professional Learning Community	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.5	Curriculum Alignment	All Students with Disabilities	No				2024-2027	\$100,000.00	\$0.00	\$25,000.00	\$75,000.00	\$0.00	\$0.00	\$100,000.00	
3	3.6	Benchmark Assessment	All	No			All Schools Specific Schools: On the 2023 Dashboard at the Districtwide level, the English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities groups received the lowest performance in English Language Arts	2024-2027	\$0.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services	
							(ELA) and math. Schoolwide, Terra Nova received the lowest score in ELA. In addition, the student groups below per school site also received the lowest performance in the academic indicator: Jefferson HS English Learner: ELA and Math Hispanic: ELA Oceana HS Hispanic: Math Terra Nova HS: All Students: ELA Hispanic: ELA Westmoor English Learner: ELA and Math Hispanic:										

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
							Math									
3	3.7	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$477,500.00	\$0.00	\$477,500.00	\$0.00	\$0.00	\$0.00	\$477,500.00	
3	3.8	Culturally Relevant Texts and Materials	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.1	Monitoring progress, providing opportunities, and equipping tools for post-secondary readiness	All	No			All Schools	2024-2027	\$255,000.00	\$454,960.00	\$155,000.00	\$554,960.00	\$0.00	\$0.00	\$709,960.00	
4	4.2	Implement a Career Technical Education Program grounded in rigor, relevance, and relationships	All	No			All Schools	2024-2027	\$555,000.00	\$115,000.00	\$555,000.00	\$15,000.00	\$0.00	\$100,000.00	\$670,000.00	
4	4.3	Comprehensive school counseling program	All	No			All Schools	2024-2027	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	
4	4.4	College and career readiness for students at Thornton High School	All	No			Specific Schools: Thornton High	2024-2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
4	4.5	Explore offering additional courses tailored to college and career preparation	All	No			All Schools	2024-2027	\$6,600.00	\$6,400.00	\$0.00	\$13,000.00	\$0.00	\$0.00	\$13,000.00	
5	5.1	Newcomer Wrap Around Intake Process and Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Jefferson and Westmoo r	2024-2027	\$1,275,000.00	\$10,000.00	\$1,100,000.00	\$180,000.00	\$0.00	\$5,000.00	\$1,285,000.00	
5	5.2	Supports for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$125,000.00	\$0.00	\$125,000.00	\$0.00	\$0.00	\$0.00	\$125,000.00	
5	5.3	Language and Culture Assets	All	No			Specific Schools: Jefferson and Westmoo r High School for Ethnic Studies pedagogy in ELD curriculum	2024-2027	\$110,000.00	\$5,000.00	\$115,000.00	\$0.00	\$0.00	\$0.00	\$115,000.00	
5	5.4	Parent and Community Engagement of Students Learning English	English Learners	Yes	School wide	English Learners	Specific Schools: Jefferson and Westmoo r	2024-2027	\$200,000.00	\$2,500.00	\$152,500.00	\$0.00	\$0.00	\$50,000.00	\$202,500.00	
5	5.5	ELD Curriculum Development and Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$125,000.00	\$5,000.00	\$130,000.00	\$0.00	\$0.00	\$0.00	\$130,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.6	Systems and conditions to support program effectiveness of the English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$594,000.00	\$20,000.00	\$494,000.00	\$0.00	\$0.00	\$120,000.00	\$614,000.00	
5	5.7	Alignment, Articulation, and High Expectations in the ELD Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.14
6	6.1	Continue to support the Base Program for the Special Education Program	Students with Disabilities	No			All Schools	2024-2027	\$9,240,000.00	\$8,610,000.00	\$9,940,000.00	\$4,910,000.00	\$3,000,000.00	\$0.00	\$17,850,000.00	
6	6.2	Inclusive Practices	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.3	Curriculum and Instruction	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.4	IEP Compliance	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.5	College and Career Readiness for Stdents with IEP	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.6	Parent/Guardian Involvement	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.7	Professional Development	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	
6	6.8	Mental Health Programs for Students with Disabilities*	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	7.1	Base program for all students	All	No			All Schools	2024-2027	\$45,450,000.00	\$5,250,000.00	\$45,700,000.00	\$0.00	\$5,000,000.00	\$0.00	\$50,700,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.2	Safe, Clean, and Well-Maintained Facilities	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	7.3	Sustainable Practices Across School Operations	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	7.4	Recruit and Retain High-Quality Staff with Appropriate Credentials	All	No			All Schools	2024-2027	\$287,000.00	\$79,000.00	\$141,000.00	\$55,000.00	\$0.00	\$170,000.00	\$366,000.00	
7	7.5	Purchase Standards-Aligned Instructional Materials and Supplies	All	No			All Schools	2024-2027	\$0.00	\$550,000.00	\$150,000.00	\$400,000.00	\$0.00	\$0.00	\$550,000.00	
7	7.6	Enhance Technology to Improve Learning Outcomes	All	No			All Schools	2024-2027	\$0.00	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	
7	7.7	Enhance Parent Engagement and Involvement	All	No			All Schools	2024-2027	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	
7	7.8	Amplify Student Voice and Participation	All	No			All Schools	2024-2027	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	
7	7.9	Communication Among Students, Parents, Staff, and Community members	All	No			All Schools	2024-2027	\$200,000.00	\$15,000.00	\$215,000.00	\$0.00	\$0.00	\$0.00	\$215,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.10	Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$140,000.00	\$20,000.00	\$120,000.00	\$0.00	\$0.00	\$140,000.00	
7	7.11	Allocate Site Funds to Provide Targeted Supports for Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	\$276,900.00	\$0.00	\$276,900.00	\$0.00	\$0.00	\$0.00	\$276,900.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$47,328,166	\$3,456,399	7.303%	0.000%	7.303%	\$4,558,647.00	0.140%	9.772 %	Total:	\$4,558,647.00
								LEA-wide Total:	\$2,260,247.00
								Limited Total:	\$2,145,900.00
								Schoolwide Total:	\$152,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Tiered and Integrated Wellness and Mental Health Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,427,000.00	
2	2.3	Staffing to oversee attendance, discipline, mental health, and social emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$355,747.00	
3	3.7	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$477,500.00	
5	5.1	Newcomer Wrap Around Intake Process and Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Jefferson and Westmoor	\$1,100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.2	Supports for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$125,000.00	
5	5.4	Parent and Community Engagement of Students Learning English	Yes	Schoolwide	English Learners	Specific Schools: Jefferson and Westmoor	\$152,500.00	
5	5.5	ELD Curriculum Development and Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$130,000.00	
5	5.6	Systems and conditions to support program effectiveness of the English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$494,000.00	
5	5.7	Alignment, Articulation, and High Expectations in the ELD Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	0.14
7	7.10	Tutoring, basic supplies and needs for unduplicated students (English learner,	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		foster youth, homeless, low income)						
7	7.11	Allocate Site Funds to Provide Targeted Supports for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$276,900.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$74,965,933.00	\$74,814,340.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Partnership with National Equity Project	No	\$65,000.00	\$52,500.00
1	1.2	Anti bias/Anti racism Professional Development for all staff	No	\$25,000.00	\$15,685.16
1	1.3	Teacher on Special Assignment (TOSA) for Equity, Inclusion, and Belonging and Ethnic Studies	No	\$120,000.00	\$139,025.60
1	1.4	Maintain and sustain Equity Teams	No	\$5,000.00	\$7,192.52
1	1.5	Students Organized Against Racism	No	\$500.00	\$0.00
1	1.6	Equity Lens Tool	No	\$0.00	\$0.00
1	1.7	Workforce Equity Plan	No	\$0.00	\$0.00
1	1.8	Affinity Groups	No	\$5,000.00	\$350.00
1	1.9	Ethnic Studies implementation across all school sites	No	\$130,000.00	\$50,368.07
1	1.10	LGBTQ+ training, resources, and supports for students, staff, and families	No	\$5,000.00	\$300
1	1.11	Significant Disproportionality plan implementation	No	\$143,116.00	\$46,305.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Tiered and Integrated Wellness and Mental Health Staffing	Yes	\$1,936,000.00	\$1,921,555
2	2.2	Social Emotional Learning Curriculum	No	\$20,000.00	\$0.00
2	2.3	Staffing to oversee attendance, discipline, mental health, and social emotional learning	Yes	\$335,000.00	\$342,065.77
2	2.4	Student Attendance	No	\$145,000.00	\$147,931.56
2	2.5	Restorative Practices	No	\$0.00	\$0
2	2.6	Student Wellness Supports and Services	No	\$0.00	\$0
2	2.7	Student Success Team and Multi Tiered Systems of Supports	No	\$0.00	\$0
2	2.8	Develop practices that promote and support staff well-being	No	\$5,000.00	\$0
2	2.9	Community partnerships	No	\$2,500.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Universal Design for Learning	No	\$5,000.00	\$5,000
3	3.2	Constructing Meaning	No	\$10,000.00	\$20,893
3	3.3	Grading for Equity	No	\$120,000.00	\$80,400.00
3	3.4	Professional Learning Community	No	\$0.00	\$0
3	3.5	Curriculum Alignment	No	\$95,000.00	\$109,356.59
3	3.6	Benchmark Assessment	No	\$38,557.00	\$38,557.00
3	3.7	Instructional Coaching	Yes	\$317,500.00	\$562,564.78
3	3.8	Culturally Relevant Texts and Materials	No	\$0.00	\$0
4	4.1	Monitoring progress, providing opportunities, and equipping tools for post-secondary readiness	No	\$459,960.00	\$419,396.64

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Implement a Career Technical Education Program grounded in rigor, relevance, and relationships	No	\$870,000.00	\$603,694.02
4	4.3	Comprehensive school counseling program	No	\$5,000.00	\$163.61
4	4.4	College and career readiness for students at Thornton High School	No	\$0.00	\$0
4	4.5	Explore offering additional courses tailored to college and career preparation	No	\$0.00	\$0
5	5.1	Newcomer Wrap Around Intake Process and Supports	Yes	\$1,302,500.00	\$1,355,211.91

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)
5	5.2	Supports for Long-Term English Learners	Yes	\$75,000.00	\$91,236.15
5	5.3	Language and Culture Assets	No	\$25,000.00	\$108,000.00
5	5.4	Parent and Community Engagement of Students Learning English	Yes	\$177,500.00	\$119,322.22
5	5.5	ELD Curriculum Development and Professional Learning	Yes	\$105,000.00	\$135,347.36
5	5.6	Systems and conditions to support program effectiveness of the English Language Development Program	Yes	\$447,000.00	\$444,466
5	5.7	Alignment, Articulation, and High Expectations in the ELD Program	Yes	\$0.00	\$0
6	6.1	Continue to support the Base Program for the Special Education Program	No	\$17,200,000.00	\$17,613,304.82
6	6.2	Inclusive Practices	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.3	Curriculum and Instruction	No	\$0.00	\$0
6	6.4	IEP Compliance	No	\$0.00	\$0
6	6.5	College and Career Readiness for Stdents with IEP	No	\$0.00	\$0
6	6.6	Parent/Guardian Involvement	No	\$0.00	\$0
6	6.7	Professional Development	No	\$0.00	\$0
7	7.1	Base program for all students	No	\$48,750,000.00	\$48,750,000.00
7	7.2	Safe, Clean, and Well-Maintained Facilities		\$0.00	\$0
7	7.3	Sustainable Practices Across School Operations	No	\$0.00	\$0
7	7.4	Recruit and Retain High-Quality Staff with Appropriate Credentials	No	\$316,000.00	\$245,711.18

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)
7	7.5	Purchase Standards-Aligned Instructional Materials and Supplies	No	\$400,000.00	\$419,623
7	7.6	Enhance Technology to Improve Learning Outcomes	No	\$650,000.00	\$198,166
7	7.7	Enhance Parent Engagement and Involvement	No	\$1,000.00	\$0
7	7.8	Amplify Student Voice and Participation	No	\$25,000.00	\$13,440
7	7.9	Communication Among Students, Parents, Staff, and Community members	No	\$215,000.00	\$233,571.53
7	7.10	Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income)	Yes	\$140,000.00	\$237,961

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)
7	7.11	Allocate Site Funds to Provide Targeted Supports for Unduplicated Students	Yes	\$273,800.00	\$285,674.39

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3430558	\$4,080,800.00	\$3,972,796.53	\$108,003.47	0.140%	0.000%	-0.140%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Tiered and Integrated Wellness and Mental Health Staffing	Yes	\$1,270,000.00	\$1,069,479.20		
2	2.3	Staffing to oversee attendance, discipline, mental health, and social emotional learning	Yes	\$335,000.00	\$342,065.77		
3	3.7	Instructional Coaching	Yes	\$317,500.00	\$553,257.00		
5	5.1	Newcomer Wrap Around Intake Process and Supports	Yes	\$1,105,000.00	\$979,098.30		
5	5.2	Supports for Long-Term English Learners	Yes	\$75,000.00	\$91,236.15		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.4	Parent and Community Engagement of Students Learning English	Yes	\$132,500.00	\$65,486.36		
5	5.5	ELD Curriculum Development and Professional Learning	Yes	\$105,000.00	\$135,347.36		
5	5.6	Systems and conditions to support program effectiveness of the English Language Development Program	Yes	\$447,000.00	\$444,466		
5	5.7	Alignment, Articulation, and High Expectations in the ELD Program	Yes	\$0.00		0.14	
7	7.10	Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income)	Yes	\$20,000.00	\$6,686.00		
7	7.11	Allocate Site Funds to Provide Targeted Supports for Unduplicated Students	Yes	\$273,800.00	\$285,674.39		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$46926536	\$3430558	0	7.310%	\$3,972,796.53	0.000%	8.466%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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