LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Baldwin Park Unified School District

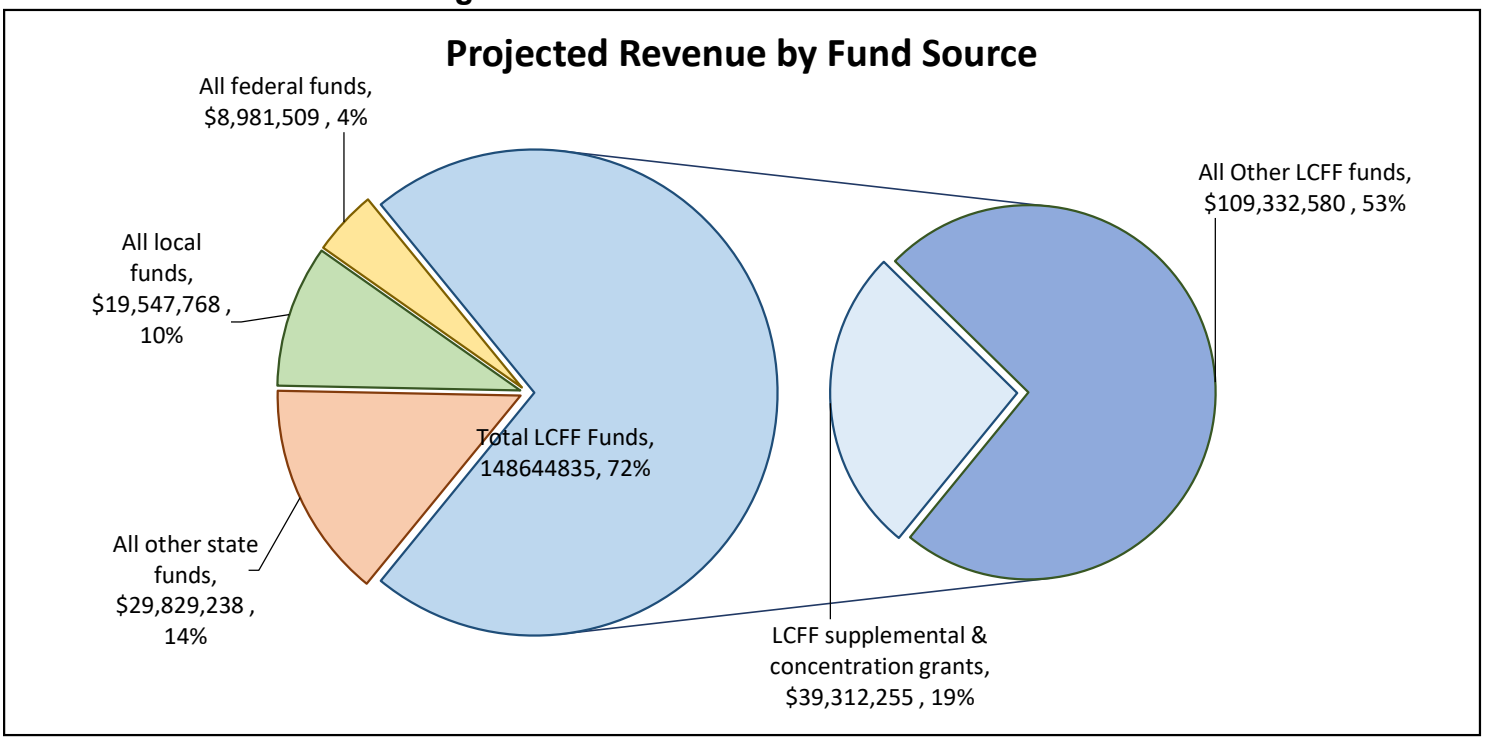
CDS Code: 19642870000000

School Year: 2026-27

LEA contact information: Jannette Gomezjgomez569@bpusd.net

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

Budget Overview for the 2026-27 School Year

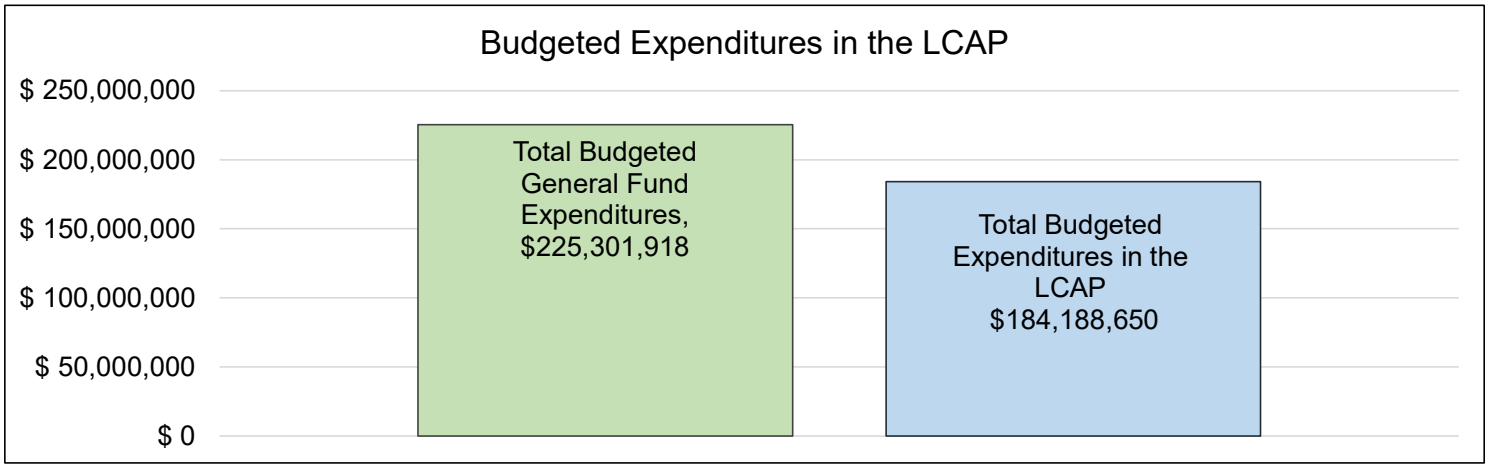


This chart shows the total general purpose revenue Baldwin Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Baldwin Park Unified School District is $207,003,349.09, of which $148,644,835.00 is Local Control Funding Formula (LCFF), $29,829,237.55 is other state funds, $19,547,767.54 is local funds, and $8,981,509.00 is federal funds. Of the $148,644,835.00 in LCFF Funds, $39,312,255.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Baldwin Park Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Baldwin Park Unified School District plans to spend $225,301,918.00 for the 2026-27 school year. Of that amount, $184,188,650.00 is tied to actions/services in the LCAP and $41,113,268.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

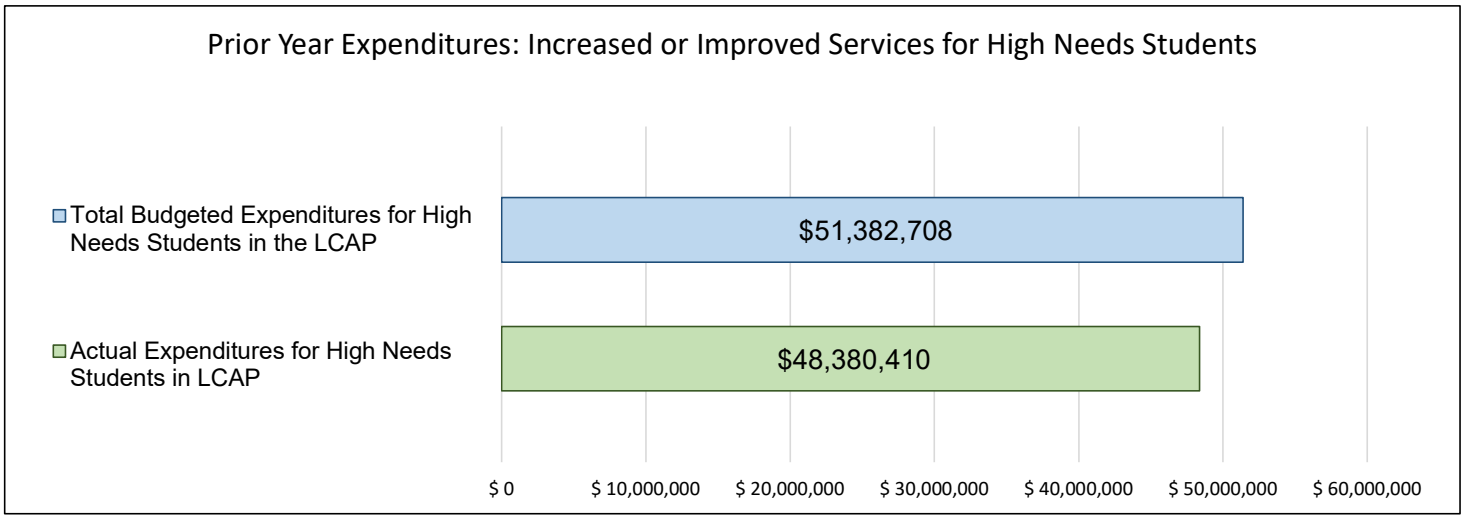
Overhead expenditures such as water, electricity, gas, waste management, maintenance & repairs, property & liability insurance, legal costs, audit fees, other operational and administrative costs, and additional staffing support.

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

In 2026-27, Baldwin Park Unified School District is projecting it will receive $39,312,255.00 based on the enrollment of foster youth, English learner, and low-income students. Baldwin Park Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Baldwin Park Unified School District plans to spend $53,739,873.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Baldwin Park Unified School District's LCAP budgeted $51,382,708.00 for planned actions to increase or improve services for high needs students. Baldwin Park Unified School District actually spent $48,380,410.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $3,002,298.00 had the following impact on Baldwin Park Unified School District's ability to increase or improve services for high needs students:

Several planned actions and services were funded with one-time funding such as AMIM and LRE. The related expenses will now be shifted back to the LCAP. There were minimum impacts to high needs students because the planned actions were implemented using other funding sources such as AMIM and LRE. The District shifted the costs to one-time funding to utilize funding prior to the grants expiring at the end of June 2026.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Baldwin Park Unified	Noreen Iwai-Ito Senior Director of Support Services	Niwaiito397@bpusd.net 626-856-4617

Plan Summary 2026-2027

General Information

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

The Baldwin Park Unified School District is located in the City of Baldwin Park, seventeen miles east of Los Angeles and five miles from the San Gabriel Mountains. The Heritage of Baldwin Park describes the city as being located in the San Gabriel Valley and bordered by several neighboring communities. To the north are the Santa Fe Dam area and the City of Duarte; to the east are the cities of Irwindale and West Covina; to the south are the cities of La Puente and Bassett; and to the west are the San Gabriel River and the City of El Monte. The city is also situated at the intersection of the San Bernardino (I-10) and 605 freeways, providing important regional access and connectivity.

According to data reported on the California Department of Education's DataQuest website, Baldwin Park Unified School District serves 9,013 students in transitional kindergarten through grade 12. Of these students, 82.1% (7,400) are identified as socioeconomically disadvantaged, 16.8% (1,510) are English learners, 20.2% (1,822) are students with disabilities, and 0.4% (40) are foster youth.

The District's student population is predominantly Hispanic, representing 89.1% (8,027) of the total enrollment. Asian students comprise the second-largest ethnic group at 7.1% (642) of the student population. These demographics highlight the importance of providing targeted supports and services to meet the diverse academic, linguistic, social-emotional, and behavioral needs of all students.

Baldwin Park Unified School District serves students through a diverse system of educational programs and schools designed to meet the needs of learners at every stage. The District is comprised of fifteen schools: eight transitional kindergarten (TK) through fifth-grade elementary schools, one third-through eighth-grade STEM Academy, three sixth-through eighth-grade middle schools, two comprehensive high schools, one continuation high school, one Adult Transition Program, and two distance learning programs.

In addition, the District provides comprehensive Early Childhood Education (ECE) programs, including BPUSD ECE programs in Tri-Cities and Cudahy, which support early learning and school readiness for young children and families across the community. The District also offers Adult and Community Education programs, reflecting its commitment to lifelong learning and expanded educational opportunities for all residents.

Baldwin Park Unified School District is dedicated to providing students and families with a wide range of rigorous and enriching educational opportunities that extend beyond the core school program. These include a transitional kindergarten through 12th-grade Dual Language Program, the BP STEM Academy, Project Lead the Way (PLTW), which integrates science, technology, engineering, and mathematics to promote hands-on, applied learning and a well-developed Career Technical Education (CTE) program that provides students with structured, hands-on learning experiences that connect classroom instruction to real-world careers. The District also offers AVID (Advancement Via

Individual Determination) to support college readiness and success, GATE (Gifted and Talented Education), Honors and Advanced Placement (AP) courses, and co-teaching models that provide students with disabilities increased access to grade-level instruction and individualized support. One of the District's most popular offerings is the dual enrollment program in partnership with Mt. San Antonio College (Mt. SAC), which allows students to earn college credit while still in high school, providing a strong head start toward postsecondary education and future success.

Learning goes beyond the classroom through After School and Safety (ASES) and Expanded Learning Opportunities Programs (ELOP). These before-school, after-school, summer, and intersession programs provide a wide range of engaging activities designed to foster personal growth, enrichment, and development.

Through the use of additional Expanded Learning Opportunities Program (ELOP) funds, the District is able to eliminate waitlists in the ASES program and expand access to a wide range of enriching experiences, ensuring that more students can participate in high-quality, engaging, and supportive after-school opportunities. These expanded opportunities include Chess Masters, which builds strategic thinking skills; Girls on the Run Los Angeles, which promotes healthy lifestyles while empowering girls through confidence-building and teamwork; and after-school dramatic experiences, including participation in full stage productions such as The Wizard of Oz.

In addition, enrichment opportunities led by credentialed teachers include activities such as fishing, cosmetology, cooking, Mahjong, LEGO-based engineering and design, photography, drawing, softball, flag football, folkloric dance, bucket drumming, ukulele, and learning to play the recorder experiences. These varied programs provide students with meaningful opportunities to explore interests, develop new skills, and build connections beyond the traditional classroom setting. These enrichment offerings are currently implemented in middle schools and have been piloted in one elementary school, with plans to expand implementation districtwide to all TK–8th grade beginning in the 2026–27 school year.

High school students have many opportunities to participate in a wide range of clubs and activities, along with a comprehensive athletics program that promotes leadership, teamwork, school engagement, and physical fitness. The District's athletic teams have demonstrated strong performance, with many teams advancing to CIF playoffs, reflecting the dedication of student-athletes and coaches. Students also have access to leadership development through Associated Student Body (ASB), which fosters student voice, school spirit, and organizational leadership skills. In addition, the District is expanding mentoring opportunities through the rollout of the Big Brothers Big Sisters program, which provides high school students with the opportunity to serve as mentors to elementary students, supporting relationship-building, positive role modeling, and student connectedness across school levels.

Based on the focused work and continuous improvement efforts implemented over the past three years, the District has made significant progress in improving outcomes for students. In 2022, based on results reported on the California School Dashboard, fifteen schools in the District were identified for Additional Targeted Support and Improvement (ATSI), and one school was identified for Comprehensive Support and Improvement (CSI). According to the 2025 California School Dashboard, based on 2024–25 performance data, no District schools are currently identified for either ATSI or CSI status. All previously identified schools have successfully exited these designations. Schools exit ATSI status when the student group(s) that triggered identification no longer meet ATSI criteria. Similarly, a school exits CSI status when it demonstrates sufficient improvement and is no longer among the state's lowest-performing schools. The District's progress reflects measurable gains among identified student groups and the effectiveness of strategies implemented to improve academic achievement, student engagement, and overall school performance.

North Park Continuation School has been identified as a recipient of LCFF Equity Multiplier funding for the third consecutive year. This designation reflects the school's continued eligibility based on a student non-stability rate exceeding 25% and a socioeconomically disadvantaged student rate above 70%, as outlined in Education Code § 42238.024. The Equity Multiplier funds are automatically allocated through the state's Principal Apportionment process and must be used to support evidence-based services and interventions that are tailored to meet the unique needs of North Park's student population. These funds are required to supplement, not supplant, existing resources and are a key component of the district's broader equity and student support strategy.

North Park Continuation High School's Equity Multiplier funding will be used to directly support efforts to close achievement gaps by addressing the unique needs of its highly mobile student population. A key focus of this work is reducing suspension rates and improving student engagement and attendance through expanded student support services. The on-site personnel plays a critical role in identifying underlying factors contributing to student absenteeism, including mental health needs, family instability, transportation challenges, and other barriers to attendance. In addition, social worker services provide individual counseling, crisis intervention, and short-term therapeutic support, while also connecting students and families to appropriate community-based and outside services. This comprehensive support structure is designed to increase student engagement, reduce disciplinary incidents, and improve overall academic outcomes.

North Park Continuation High School has recently implemented, for the first time, an athletics program designed to increase student engagement, school connectedness, and academic motivation. The program offers students opportunities to participate in flag football, softball, basketball, volleyball, and soccer. These athletic activities serve as both enrichment and incentive structures, encouraging students to maintain strong attendance and remain engaged in their academic progress. Students have demonstrated

increased school pride through representing North Park in athletic competition, along with improved teamwork skills developed during practice and gameplay. The program has also strengthened students' sense of belonging and connectedness to the school community, as they collaborate with peers, build relationships with coaches, and work toward shared team goals.

For the 2026–2027 school year, North Park Continuation High School plans to further strengthen student supports and learning opportunities through a comprehensive set of initiatives focused on engagement, equity, and academic success. Key priorities include increasing social-emotional and wraparound support for students and families to better address barriers to attendance, academic progress, and overall well-being. The school also plans to expand its athletics program, building on its initial success to provide additional opportunities for student participation, school connectedness, teamwork, and positive incentives for attendance and academic effort. In addition, North Park will enhance technology support for both students and classrooms to ensure equitable access to digital tools needed for instruction, assignments, and project-based learning. Finally, the school will explore the development of a student library or a common learning space. This space would serve multiple purposes, including collaborative project work, academic support, and a quiet environment where students can complete assignments before heading home or to work. Together, these planned initiatives are designed to increase engagement, improve academic outcomes, and further support a positive and connected school culture.

A declining population continues to present challenges for the City of Baldwin Park and the Baldwin Park Unified School District. According to current U.S. Census estimates, Baldwin Park's population was 68,880 as of July 1, 2025, compared to 72,191 in 2020, representing a 4.6% decrease. Similarly, the District has experienced declining enrollment, decreasing from 10,291 students in 2022–23 to 9,013 students in 2025–26.

Despite the overall decline in enrollment, the number of students with disabilities has remained relatively stable, with 1,942 students identified in 2022–23 and 1,944 students in 2025–26. As a result, students with disabilities now represent a larger proportion of the District's student population. Additionally, Baldwin Park Unified School District has been identified as Significantly Disproportionate and must participate in all four components of the Compliance and Improvement Monitoring (CIM) for Significant Disproportionality (Sig Dis) process. Through this process, the District reviews and strengthens policies, procedures, and practices related to special education identification, placement, and discipline to promote equity and improve outcomes for students. As part of these efforts, the District continues to implement a comprehensive Multi-Tiered System of Supports (MTSS) framework across all schools to provide academic, behavioral, and social-emotional interventions and supports. While MTSS implementation is occurring districtwide, schools are at varying stages of readiness and implementation, requiring ongoing professional learning, coaching, and support to ensure consistent and effective practices across the District.

In closing, the Board has established the following priorities: strengthen academic programs and incorporate essential life skills; foster a safe, supportive learning environment built on strong school–family–community partnerships; and exercise fiscal prudence while maintaining fiscal solvency amid changing and uncertain budget conditions. These priorities are intentionally aligned with the District's Local Control and Accountability Plan (LCAP) to ensure a unified direction for all schools, programs, and resources. This alignment establishes a clear and coherent framework to ensure that goals, actions, and resources are consistently directed toward improving student outcomes, supporting whole-child development, strengthening partnerships, and maintaining long-term fiscal stability

Reflections: Annual Performance

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

Across the 2025 California School Dashboard indicators, Baldwin Park Unified School District shows encouraging progress alongside continued areas of focus. When looking across English Language Arts, Mathematics, chronic absenteeism rate, suspension rate, College Career Indicator, and graduation metrics, the district is seeing growth in several student groups and steady improvement in key outcomes such as graduation rates and College Career Indicator. At the same time, the data clearly highlights that some student groups continue to experience disproportionate challenges, reinforcing the importance of ongoing, targeted support. Taken together, these results reflect a district that is actively strengthening its systems and deepening its focus on student success. Baldwin Park Unified School District continues to build on this progress by improving instruction, expanding supports, and ensuring that every student has access to the tools and opportunities needed to succeed academically, socially, and after graduation.

English Language Arts results remained relatively stable for most student groups. All Students maintained an orange performance level, improving slightly from -25.0 to -24.6 Distance from the Standard (DFS). Beginning in 2026, this metric may be renamed Distance from Proficiency. English Learners showed notable improvement, increasing from -64.9 to -60.4 DFS and earning a yellow performance level. Students with Disabilities also improved from -95.9 to -90.9 DFS, although they remained in the orange performance level. Several student groups experienced declines or continued to perform well below the standard. Long-Term English Learners remained in the red performance level with a DFS of -101.5, while Foster Youth experienced a significant decline from -60.8 to -137.1 DFS, resulting in a red performance level. Students

Experiencing Homelessness also declined from -55.5 to -69.3 DFS and remained orange. It is also important to note that White students improved from a red performance level in 2023 to orange in 2025, reflecting progress in ELA achievement over time. Overall, ELA performance showed limited growth, with most student groups maintaining their prior performance levels. Continued efforts to improve literacy achievement is a district focus, particularly for student groups in the orange and red performance levels.

Mathematics results showed improvement for many student groups in 2025. All Students improved from -71.0 to -65.8 DFS, moving to a yellow performance level. Positive gains were also seen among English Learners (-94.8 to -85.6), Socioeconomically Disadvantaged Students (-74.9 to -70.4), Hispanic students (-79.6 to -75.4), and White students (-98.8 to -88.5), all of whom improved and achieved a yellow performance level. Long-Term English Learners also improved from -167.5 to -158.6 DFS, resulting in an orange performance level. Several student groups, however, continued to perform well below the state standard. Students with Disabilities remained in the red performance level despite a slight improvement, while Students Experiencing Homelessness remained Red with little change from the prior year. Foster Youth experienced a significant decline, dropping from -91.4 to -195.3 DFS, and remained in the red performance level. It is important to note that English Learners and White students, both identified in the red performance level in 2023, improved to yellow in 2025. This reflects meaningful progress over time.

Local indicators, like i-Ready, District benchmark, and Interims, are used to monitor student progress. Elementary schools demonstrated growth on average from the beginning of the year to the end of the year in phonics and ELA, as indicated in the District Benchmarks and i-Ready. In Math, all schools have increased the number of students proficient from the beginning of the year, as indicated in the Interim Assessments and i-Ready. Since i-Ready's results are strongly correlated with state assessments, it is important to note that in ELA, at the beginning of the year, only 12% of Kindergarten to 8th Grade students were at early grade level or above. At the end of the year, 39% of these students are at early grade level or above. Similarly in Math, 13% were at early grade level or above and increased to 35% at the end of the year

Overall, the Baldwin Park Unified School District showed improvement, with TK-8th grade chronic absenteeism for All Students declining from 20.8% to 18.3%, resulting in a yellow performance level. Several student groups also demonstrated positive trends, including English Learners (18.1% to 14.5%), Long-Term English Learners (23.7% to 20.6%), Students Experiencing Homelessness (27.3% to 21.3%), Socioeconomically Disadvantaged Students (21.1% to 18.7%), and Hispanic students (21.9% to 19.5%). While Students with Disabilities improved from 25.4% to 23.7%, they remained in the orange performance level, indicating continued attendance challenges. Two student groups were identified in the red performance level, the lowest Dashboard category. Foster Youth increased from 14.6% to 31.0%, and White students increased from 25.0% to 31.6%. These results highlight the need for targeted attendance supports for these student groups. Although overall attendance improved, continued efforts will be needed to reduce chronic absenteeism across all student groups and move performance levels toward blue status. The district's rate for all students was also lower than both the Los Angeles County rate of 20.3% and the California statewide rate of 19.5%, indicating that district attendance outcomes compare favorably to county and state averages.

Districtwide results showed improvement, with the All-Students suspension rate declining from 4.9% to 4.5%, resulting in a green performance level. Positive trends were also seen among English Learners (4.9% to 4.2%), Long-Term English Learners (16.5% to 12.7%), Students with Disabilities (6.5% to 6.1%), and Hispanic students (5.2% to 4.7%). However, some student groups continue to experience higher suspension rates. Students Experiencing Homelessness increased from 5.3% to 7.0%, while Socioeconomically Disadvantaged Students remained in the orange performance level despite a slight decrease. The lowest performance level (red) was assigned to Foster Youth, whose suspension rate increased from 19.0% to 22.2%, and Black/African American students, whose rate increased significantly from 7.7% to 15.7%. These results indicate a need for targeted support and interventions to reduce suspensions and improve outcomes for these student groups.

The California School Dashboard College/Career Indicator (CCI) measures how well students are prepared for college, career, or technical pathways after high school. Performance levels range from blue (highest) to red (lowest) and reflect the percentage of students classified as Prepared. Prepared rates for College Career Indicator increased slightly across the district, with All Students rising from 38.3% to 39.7% Prepared, maintaining a yellow performance level. Gains were also seen among English Learners (10.2% to 17.8%) and Long-Term English Learners (7.9% to 16.9%), both of which improved while remaining in the yellow/Low range. Socioeconomically Disadvantaged Students also increased from 37.5% to 39.0%, maintaining a yellow performance level. Notable growth was also seen among groups that were previously among the lowest performing. Foster Youth, who were identified in the red performance level in 2023, improved significantly from 5.6% to 16.7% Prepared. Students with Disabilities, also identified as red in 2023, increased from 6.9% to 8.7% Prepared, though they remained in the red performance level.

Some variability was observed across other groups. Students Experiencing Homelessness declined from 32.1% to 29.9% Prepared, remaining in the orange performance level. Hispanic students increased from 35.6% to 38.3% Prepared, reaching a green performance level. Overall, the data reflect modest districtwide improvement in college and career readiness, with strong gains among historically lower-performing student groups, while continued focus is needed to increase the percentage of students reaching the Prepared level across all groups.

Graduation outcomes improved across most student groups. The All-Students graduation rate increased from 91.5% to 93.6%, resulting in a green performance level. Significant gains were made by English Learners (78.6% to 88.0%), Long-Term English Learners (82.5% to 92.4%), and Students with Disabilities (82.1% to 87.1%), all of which achieved green performance levels. Socioeconomically Disadvantaged Students also improved from 91.5% to 93.9% and remained green. Hispanic students increased

from 91.6% to 93.3% but remained in the yellow performance level, while Students Experiencing Homelessness declined slightly from 92.1% to 90.9% and remained yellow. The highest performance level, blue, was achieved by Asian students, whose graduation rate increased from 92.3% to 100.0%. Foster Youth also improved from 66.7% to 75.0%, although a Dashboard color was not assigned due to the small student population. These results reflect positive progress in graduation outcomes, with continued opportunities to improve results for student groups performing below the district average.

Based on the 2023 CA School Dashboard, schools within Local Educational Agency (LEA) received the lowest performance level:
• Suspension Rate – BP STEM and Sierra Vista Middle School
• English Language Arts – Margaret Heath Elementary
• Mathematics – Charles D. Jones Middle School
• English Learner Progress Indicator – Tracy Elementary
• College Career Indicator (CCI) – North Park Continuation

Student groups within the Local Educational Agency (LEA) that received the lowest performance level:
• English Learners – Mathematics
• Foster Youth – English language arts, mathematics, Career College Indicator (CCI)
• Homeless – Mathematics
• Students with Disabilities – Mathematics and Career College Indicator (CCI)
• African American – Suspension rate
• White – English language arts and mathematics

Student group within a school within the Local Educational Agency (LEA) that received the lowest performance level:
• Margaret Heath Elementary
  All students-ELA
  English learners – Chronic absenteeism, ELA, mathematics
  Socioeconomically disadvantaged-ELA
  Students with disabilities-ELA, mathematics
  Hispanic-ELA

• Tracy Elementary
  English learners-ELA, English Learner Progress Indicator

• Vineland Elementary
  English learners-ELA, mathematics
  Homeless-Chronic absenteeism
  Students with disabilities-ELA, mathematics
  Hispanic-Mathematics

• Walnut Elementary
  Students with disabilities-ELA

• BP STEM
  All students-Suspension rate
  English learners-Suspension rate, ELA
  Homeless-Suspension rate
  Socioeconomically disadvantaged-Suspension rate
  Hispanic-Suspension rate

• Charles D. Jones Middle School
  All students-Mathematics
  English learners-ELA, mathematics

Homeless-ELA, mathematics
Socioeconomically disadvantaged-Mathematics
Students with disabilities-ELA and Mathematics
Hispanic-Mathematics

• Olive Middle School
English learners-Mathematics
Students with disabilities-Suspension rate, ELA, mathematics
Hispanic-Mathematics

• Sierra Vista Middle
All students-Suspension rate
English learners-Suspension rate, ELA, mathematics
Socioeconomically disadvantaged-Suspension rate
Students with disabilities-Suspension rate, ELA, mathematics
Hispanic-Suspension rate

• Baldwin Park High
English learners-Suspension rate
Homeless-Suspension rate
Students with disabilities-Suspension rate, mathematics, college career indicator

• Sierra Vista High
Students with disabilities-Suspension rate, ELA, mathematics
Hispanic-Suspension rate

• North Park Continuation High
All students - College career indicator
Socioeconomically disadvantaged-Mathematics, college career indicator
Homeless-College career indicator
Students with disabilities-Suspension rate, college career indicator
Hispanic- College career indicator

Between 2023 and 2025, the district demonstrated progress in several areas, including Mathematics and the College/Career Indicator, where some student groups were no longer identified as lowest performing. However, Foster Youth continue to be a significant area of concern, appearing in multiple indicators including Mathematics, English Language Arts, Chronic Absenteeism, and Suspension Rate. Students with Disabilities remain identified in Mathematics and the College/Career Indicator, while Long-Term English Learners emerged as a new area of focus in English Language Arts.

Additionally, Chronic Absenteeism and Suspension Rates show new performance challenges for Foster Youth, indicating the need for targeted academic, behavioral, and engagement supports for these students. The 2025 Dashboard also introduced Science as a new state indicator for identifying lowest-performing student groups. In this new metric, Long-Term English Learners were identified as a lowest-performing group, highlighting an additional area for focused support and intervention.

Overall, while the district has reduced the number of student groups identified as lowest performing in several indicators since 2023, the continued identification of Foster Youth, Students with Disabilities, and the emergence of Long-Term English Learners in multiple areas underscore the importance of sustained, targeted efforts to improve outcomes for these student populations.

The Learning Recovery Emergency Block Grant (LREBG) will have unexpended funds for the 2026-2027 school year. While Baldwin Park Unified School District has made progress in several areas, significant challenges remain in achieving equitable outcomes for all students. Since the return to full in-person instruction following the pandemic, the district has made notable progress across multiple California School Dashboard indicators. Many student groups that were identified at the Very Low or Low performance levels in 2022 have improved to yellow, green, or higher by 2025. Significant gains are evident in English Learner Progress, Graduation Rate, College and Career Readiness,

English Language Arts, Mathematics, and Science. Graduation Rate has remained a particular strength, with several student groups achieving green or blue performance levels. English Learners have also demonstrated steady improvement across multiple indicators, including English Learner Progress Indicator.

While these improvements reflect the impact of targeted interventions and recovery efforts, Chronic Absenteeism and Suspension Rate continue to present challenges for several student groups. Although suspension rates have declined for some populations since 2022, Foster Youth, Students with Disabilities, and certain racial/ethnic groups remain disproportionately impacted. Similarly, chronic absenteeism remains elevated for Foster Youth, Students with Disabilities, and White students, indicating a continued need for focused attendance supports and engagement strategies.

Overall, the data demonstrate that the district has made meaningful progress in recovering from the impacts of the pandemic and improving outcomes across many indicators. While gains in academic achievement, graduation rates, English Learner Progress Indicator, and college and career readiness reflect the positive impact of district initiatives, continued work remains to ensure equitable outcomes for all students. In particular, Foster Youth, Students Experiencing Homelessness, and Students with Disabilities continue to face significant challenges in key areas, including academic achievement, attendance, and school engagement.

To address these persistent needs, the district has invested in a comprehensive system of supports that includes assistant principals, Teachers on Special Assignment, counselors, Curriculum, Technology, and Intervention Coaches, and instructional aides who provide targeted classroom and intervention support. These personnel work collaboratively to strengthen instructional practices, monitor student progress, expand academic and social-emotional supports, and implement strategies designed to improve attendance, engagement, and achievement. Central to this work is the implementation of the district's Multi-Tiered System of Supports (MTSS), which provides an integrated framework for addressing students' academic, behavioral, and social-emotional needs. MTSS implementation will be measured by improvements in student performance and attendance, as well as by achieving full implementation across all school sites. This initiative is carried out through the staff identified in Goal 1, Action 1 and Goal 1, Action 2, with funding and responsibility supported by Learning Recovery Emergency Block Grant (LREBG) funds. As the district builds on its progress, sustained implementation of these supports, coupled with ongoing data-driven decision-making, will be essential to accelerating growth and closing persistent performance gaps for the student groups that continue to experience the greatest barriers to success.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard results, Baldwin Park Unified School District has again been identified for Differentiated Assistance for both Foster Youth and Students with Disabilities. While progress has been made in some areas, data reflects persistent performance challenges in academic achievement, college and career readiness, attendance, and suspension indicators, as well as newly identified areas requiring targeted system-level support. These findings reinforce the need for continued, coordinated improvement efforts aligned to the district’s Local Control and Accountability Plan.

Previously, the district was identified for Differentiated Assistance due to low performance among Foster Youth and Students with Disabilities in English Language Arts and Mathematics, as well as the College and Career Indicator. Foster Youth were identified with red performance in both English Language Arts and Mathematics, while Students with Disabilities showed orange performance in English Language Arts and red in Mathematics, alongside concerns in college and career readiness outcomes. These indicators reflected ongoing achievement gaps and highlighted the need for sustained academic intervention and postsecondary readiness supports.

The 2025 Dashboard results expanded eligibility for Differentiated Assistance by identifying additional areas of concern. For Foster Youth, English Language Arts performance remained in the orange category and Mathematics remained in red, with new identification in Chronic Absenteeism and Suspension Rate. For Students with Disabilities, English Language Arts declined to red while Mathematics remained red, and the College and Career Indicator also remained an area of need. These expanded indicators underscore the need to address not only academic performance but also engagement, attendance, behavior, and transition outcomes through an integrated system of support.

In response, the district is implementing a comprehensive and coordinated approach grounded in a Multi-Tiered System of Supports, restorative practices, and data-driven intervention systems. To address chronic absenteeism and suspension rates, particularly among Foster Youth, the district is expanding a comprehensive set of attendance and behavior supports, including attendance campaigns, implementation of Positive Behavioral Interventions and Supports, mental health supports, and restorative practices. These efforts are designed to strengthen student engagement, promote positive school climate, support relationship-building and accountability, and provide alternatives to exclusionary discipline.

At the comprehensive high school level, this work includes the expansion of the RISE program, which stands for Restorative Intervention, Support, and Encouragement. RISE provides a structured intervention setting designed to support students through behavior reflection, social-emotional learning, academic completion, and guided re-entry into the classroom. The program functions as an alternative to suspension and is intended to keep students engaged in learning while addressing behavioral and attendance concerns through restorative approaches.

At North Park Continuation High School, Equity Multiplier funding supports the placement of an on-site social worker three days per week, along with professional development for staff in restorative circles. This support strengthens the district's capacity to address student mental health needs, improve family engagement, and provide more consistent access to wraparound services for students with the highest levels of need.

In addition, the district is strengthening its coordinated systems of support through the development and implementation of Coordinated Outreach and Support Teams. Implementation is currently in progress and not yet established at all school sites, with ongoing support and training being provided to build capacity across the district. These teams are designed to bring together school staff to review student data across academics, attendance, behavior, and assessments in order to identify students' needs.

The district's academic improvement strategy is centered on strengthening Multi-Tiered System of Supports implementation with a focused emphasis on English Language Arts and Mathematics achievement. A key priority is ensuring that all students reach grade-level reading proficiency by third grade, supported by sustained professional development aligned to the Science of Reading. As part of this work, the district is implementing UFLI Foundations, a structured literacy program designed to provide explicit instruction in phonics, decoding, fluency, spelling, and word recognition. UFLI Foundations is primarily used within Tier 2 and Tier 3 intervention settings to support students performing below grade level in reading and to accelerate foundational literacy development.

Overall, Baldwin Park Unified School District's Differentiated Assistance efforts reflect an integrated systems approach that combines Multi-Tiered System of Supports, restorative practices, Coordinated Outreach and Support Teams, RISE intervention supports, and structured literacy instruction. These strategies are designed to directly address persistent disparities in academic achievement, attendance, behavior, and college and career readiness for Foster Youth and Students with Disabilities while strengthening the coherence and effectiveness of districtwide instructional and student support systems.

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.

Does not apply.

Support for Identified Schools

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

Does not apply.

Monitoring and Evaluating Effectiveness

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

Does not apply.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District School Leadership Team	The District School Leadership Team (DSLT) is a collaborative leadership body of educational partners representing teachers and classified local bargaining units, principals, administrators, and other school personnel. This committee is responsible for the continuous monitoring and oversight of the Local Control and Accountability Plan (LCAP) to ensure effective implementation and alignment with district priorities. The DSLT meets six times per year. In addition, time is provided within DSLT meetings for leaders of other district plans and initiatives, such as the A–G Completion Grant, the Special Education Local Plan Area, and the Significantly Disproportionate Plan to present updates and provide input to ensure alignment with the LCAP and coordinated implementation across programs. A public hearing, conducted as part of a transparent process, was held on June 9, 2026. The public was notified of the hearing through various avenues.
District Advisory Council: Parent Representatives from Each School	The Baldwin Park Unified School District Advisory Council (DAC) is a committee of educational partners with parent representatives from each school site. State law requires the formation of the DAC, which provides feedback on program implementation and serves as a communication bridge between School Site Councils (SSC) and the District. Parents serve as key educational partners on School Site Councils, where they provide input and share perspectives that inform school-level decisions, and parent representatives also serve on the DAC to ensure information and feedback are effectively shared between school sites and the District. The District seeks input from the DAC on key initiatives, including the Local Control and Accountability Plan, the District Parent and Family Engagement Policy, and the Consolidated Application for state and federal categorical programs. The District Advisory Council meets six times per year. Meeting activities include opportunities for participants to break into smaller groups for open-ended discussions facilitated by School Community Liaisons. On May 13, 2026, at 9:00 a.m., Superintendent Dr. Froilan Mendoza provided district updates. The Local Control and Accountability Plan was also presented to the committee. No comments were provided or required for written responses.
District English Learner Advisory Committee: Parents of English Learners	Baldwin Park Unified School District is a public school with 51 or more English learners. This being said, the District must constitute a District English Learner Advisory Committee (DELAC). The DELAC comprises educational partners, our parents of English learners, from each of our school sites, except North Park Continuation High School. The DELAC is responsible for the development of a district master plan for education programs and services for English learners, conducting a district-wide needs assessment on a school-by-school basis, establishing a district program, goals, and objectives for programs and services for English learners, and reviewing and commenting on the school district reclassification procedures. School site DELAC representatives serve as a link to school site English Learner Advisory Committees (ELAC). If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP). On May 13, 2026, at 10:00 AM, Dr. Froilan Mendoza, Superintendent, was present at the meeting and provided updates to parent representatives. The Local Control and Accountability Plan was reviewed with the District English Learner Advisory Committee. No comments were provided or required for written responses.
Special Education Local Plan Administrator(s)	Baldwin Park Unified School District is an East San Gabriel Valley SELPA member. This large multi-LEA consortium works collaboratively to provide a vast array of high-quality services and support for students with special needs, from birth to 22. Along with the District, SELPA's focus is on promoting success and well-being as each student prepares for their unique future. Superintendent, Dr. Froilan Mendoza is an active member of the SELPA's Superintendents Council and attends five area meetings each school year. In addition, on April 20, 2026, the Executive Director of the SELPA, Dr. Scott Turner, joined the District School Leadership Team (DSLT) to provide an overview and insight into inclusion in the Local Control and Accountability Plan (LCAP) of actions for individuals with exceptional needs.
Parents	For the 2025–2026 school year, the Senior Director of Support Services collaborated with members of the District Advisory Committee (DAC) to facilitate the Local Indicator 3: Parent Engagement self-reflection process. DAC representatives returned to their respective

	school sites and, in partnership with their School Community Liaison, convened small parent focus groups to discuss and assess parent perspectives on the indicator's key elements. These focus group discussions provided valuable feedback, insights, and recommendations that will help guide efforts to strengthen family engagement, enhance communication, and expand opportunities for meaningful parent involvement across the district. Parent voice on the School Site Council is essential in ensuring that family perspectives are included in school planning and decision-making. Parents provide valuable insights regarding student needs, school climate, communication, and family engagement opportunities. Through active participation, they help review data, establish priorities, and provide input on the development and monitoring of the Single Plan for Student Achievement (SPSA). In addition, feedback gathered through School Site Council discussions helps inform the district's Local Control and Accountability Plan (LCAP), ensuring that district goals, actions, and expenditures reflect the needs and priorities identified by families. Their contributions strengthen collaboration between families, schools, and the district to support student success and continuous improvement. Parents can email teachers to communicate about their child's academic progress, assignments, attendance, and other school-related concerns. Teacher email addresses are typically available through school directories or parent communication systems such as ParentVUE. This direct line of communication supports timely collaboration between families and educators. Schools encourage respectful and professional communication to support student success. The district distributed multiple surveys throughout the year to provide families with opportunities to share their perspectives and experiences. These included the parent component of the California Healthy Kids Survey (CHKS), a smaller focused parent engagement survey, and the annual Title III English Learner Advisory Committee (ELAC) parent survey. Collectively, these surveys gathered feedback on school climate, safety, communication, family engagement, programs and services, and the needs of English learner families. The results were reviewed and used to inform district planning, decision-making, and continuous improvement efforts aimed at strengthening partnerships with families and supporting student success.
Students	Students in identified grade levels have the opportunity to participate in the California Healthy Kids Survey on topics such as school safety, student well-being, connectedness to school, and overall school climate. The survey also gathers information on student behaviors, supports, and risk and protective factors that influence academic success. Student responses help schools and districts better understand areas of need and strength across campuses. This information is used to inform programs, supports, and services that promote student health, safety, and engagement. In Baldwin Park Unified School District the student voice on the secondary School Site Council is an important component of shared decision-making and school improvement. Student members provide firsthand perspectives on their educational experiences, school climate, academic programs, and student engagement. Through their participation, they help review school data, identify areas of need, and contribute to the development and monitoring of the Single Plan for Student Achievement (SPSA). Students serve as Student Board Members on the School Board, providing a formal opportunity to participate in district-level discussions. In this role, they are encouraged to share their perspectives, opinions, and experiences as students within the district. Their input helps inform board members about student needs, priorities, and the impact of district decisions. This participation promotes student voice and ensures that student perspectives are considered in educational decision-making. The Baldwin Park Unified School District Superintendent's Student Advisory Council is a district-wide group of high school students established to elevate student voice in district decision-making. Selected through a competitive application process, members meet five times a year with the superintendent to discuss topics such as school programs, student engagement, inclusion, and college and career opportunities. These meetings provide students with meaningful opportunities to share their perspectives and offer recommendations on issues affecting their school experience. For example, students were presented with district chronic absenteeism data and participated in a discussion focused on identifying barriers to attendance and generating ideas and strategies to improve attendance rates at the high school level. Their feedback helps inform district planning and supports the development of student-centered solutions.
North Park Continuation High (Equity Multiplier Funds)	District staff met with the North Park Continuation High School leadership to support implementation of LCAP Goal 4, Equity Multiplier. Through staff input and collaboration, an athletics program was initiated for the first time at a BPUSD continuation high school. The

	purpose of this program was to improve student attendance and increase completion of class assignments by promoting engagement, school connectedness, and consistent participation in school activities. Equity Multiplier funding was discussed during School Site Council meetings, which included parents, secondary students, teachers, the principal, and additional school staff members, and the council met the required composition. The input of these educational partners is essential as Equity Multiplier plans are implemented, ensuring that decisions reflect the perspectives and needs of the school community and that strategies are responsive, inclusive, and grounded in the lived experiences of students and families.

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

Educational partner feedback influenced the adopted LCAP by affirming the District's current direction and priorities. Rather than recommending new or revised goals, educational partners emphasized the importance of remaining focused on existing goals and strengthening implementation of current actions and services. Key areas identified for strengthening included consistent implementation, monitoring progress, expanding supports, improving communication and engagement, and ensuring resources are aligned to maximize student outcomes.

During the work of the District's Multi-Tiered System of Supports (MTSS) committee, feedback was provided to inform development of the LCAP. Educational partners highlighted the importance of supporting high-quality first instruction as the foundation of Tier 1 universal supports and advancing a comprehensive MTSS framework that addresses students' academic, behavioral, social-emotional, and attendance needs through universal, targeted, and intensive intervention supports to improve student outcomes (Goal 1 Action 1) and (Goal 1 Action 2).

Student feedback from the Superintendent's Student Advisory Council, informed by California School Dashboard chronic absenteeism data, highlighted key misconceptions about why students miss school. Council members noted that students are sometimes perceived as "lazy," when in reality absences are often due to family responsibilities or other obligations outside of their control. Students emphasized the importance of strengthening school connectedness (Goal 2 Action 6) through expanded lunchtime clubs, engaging activities, and attendance incentives that encourage daily participation.

Students suggested several strategies to strengthen transition support and school connectedness (Goal 2 Action 6) and (Goal 3 Action 1). Recommendations included expanding and strengthening Link Crew programs when well organized, offering summer transition programs to help students become familiar with campus and peers, and increasing activities that support the move from 8th to 9th grade. Students also emphasized the importance of showcasing a variety of school programs to build awareness and engagement (Goal 3 Action 4). In addition, they noted that AVID (Goal 1 Action 8) is highly valued at SVHS for supporting college and scholarship applications, but is less utilized at BPHS, suggesting an opportunity to expand or strengthen the program across sites.

At a District Advisory Council meeting, parent representatives provided feedback to the Superintendent regarding actions and communication during the recent walkouts. Parents noted that district messaging was timely, clear, and informative throughout the event, and they appreciated being kept up to date as situations developed. At the same time, they emphasized the importance of maintaining and strengthening established safety practices (Goal 2 Action 3) to ensure continued preparedness and responsiveness in future incidents.

As staff reviews upcoming renewals, there is interest in exploring more refined safety and security tools, particularly visitor management systems that go beyond current screening processes. While existing practices focus on basic visitor check-in procedures at school sites, newer technologies offer enhanced capabilities such as screening against multiple federal and state databases to strengthen campus safety. Additional considerations include integrated systems (Goal 1 Action 13) that link door access controls, on-site camera monitoring, and visitor management into a single platform. Staff also noted the potential benefits of self-service entry options using secure technology to streamline check-in while maintaining safety protocols. In addition, integration with the student information system could provide improved access to critical student data, such as custody restrictions, further supporting accurate and secure campus entry procedures.

North Park Continuation High School, identified as an Equity Multiplier School, received feedback received from educational partners and ongoing collaboration throughout the year. Educational partners suggest a need to include a new action to specifically address expanding student engagement opportunities and strengthening student supports as priorities to increase school connectedness, belonging, and academic success (New Goal 4 Action 5). Educational partners also supported expanding social services support (Goal 4 Action 2) from part-time to full-time to increase access to social-emotional, behavioral, and wraparound services for students. To support these priorities, the school will continue to build upon newly implemented programs and provide meaningful opportunities that encourage student participation, engagement, and connection to the school community.

Staff suggestions and ongoing feedback throughout the year emphasized the importance of consistently reviewing and incorporating input from educational partners and educational partners to inform potential modifications and continuous improvement of the Local Control and Accountability Plan (LCAP).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain a framework for 21st Century Learning that prepares students with the relevant skills and knowledge to be college and career-ready.	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Based on the 2023 CA School Dashboard:
Goal 1 is intricately woven with Baldwin Park Unified School District's vision statement, "Ensure High Achievement for ALL Learners." Baldwin Park Unified's mission statement is the focus that, ultimately, we strive for all students to graduate prepared to and succeed in postsecondary opportunities—whether college or career—without the need for remediation. To be college and career-ready, students must graduate with the knowledge, skills, and dispositions necessary to succeed. Skills include self-management, self-awareness, interpersonal skills, collaboration, communication, creativity, and problem-solving.

Careful analysis of 2023 CA School Dashboard data reveals outcomes for student groups and the "why" the District developed this goal. For English-language arts, all students are a – 26.8 average distance from the standard. Two student groups increased significantly: African American students, with a -22.9 average distance from the standard, and Filipino students, considered high, with a 42.3 average distance above the standard. Students with disabilities increased with a -103.3 average distance from the standard or 3.9-point improvement.

English learners declined an average of 7.7 points and homeless declined a significant 18.9 points.

Two student groups whose change levels are considered "maintained" are socioeconomically disadvantaged, with a -29.7 average distance from the standard, and Hispanic, with a -33.2 average distance from the standard, or a gain of 1.3 points.

Two student groups are considered the very lowest: foster youth, with an average distance from the standard of -77, and white, with an average distance from the standard of -85.4—a loss of 28.9 points. However, the decline in foster youth was primarily due to a new "loss penalty" added to the distance from the standard for participation rate being below 95%. Four "loss penalty scores" were added to the actual results. Similarly, one "loss penalty score" was added to the white student group again for falling below the 95% participation rate below 95%.

For mathematics, three student groups demonstrated an increase between 2022 and 2023 results. All student groups slightly increased by 3 points to a -73.4 distance from the standard. Socioeconomically disadvantaged, a 4.4-point increase or a -76.4 distance from the standard. Asian student group demonstrated a more significant increase of 10.2 points or 35.9 points above the standard. Filipino student group status is labeled as increased significantly with a gain of 16.1 points or 4.7 points distance from the standard.

Five student groups are considered very low. English learners and students with disabilities changed their levels and were classified as maintained. English learners only had a 2.4-point change, which is a -99.5 distance from the standard, and students with disabilities had a 0.5 change, which is a -139.6 distance from the standard.

Homeless and foster youth student groups considered very low, demonstrated declines. Homeless declined 8.2 points or a -95.6 distance from the standard. Foster youth

declined 12.5 points. Foster youth -134.4 distance from the standard outcome was affected by a new "loss penalty" added to the distance from the standard for participation rate below 95%. Three "loss penalty scores" were added to the actual results. White declined a significant 16.1 points and is now -117.5 distance from the standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CDE Teacher Misassignment Report Source: Prior year's CalSAAS Detail Report	2022-2023 Teacher Misassignment Report 1%	2023-2024 Teacher Misassignment Report less than 1% 17 out of 3103 Assignments	2024-2025 Teacher Misassignment Report less than 1% 20 out of 3083 Assignments	CDE Teacher Misassignment Report 100% of teachers are appropriately assigned and fully credentialed.	Target met. Less than 1% 20 out of 3083 Assignments
2	Williams' Instructional Materials Report The rating can be either sufficient or insufficient. Source: Los Angeles County Office of Education Williams' Instructional Materials Visitation Report	2023-2024 Williams' Instructional Materials Report of Monitored School(s) rated "sufficient."	2024-2025 100% of Williams' Instructional Materials Report of Monitored School(s) rated "sufficient." Date visited: September 5, 2024	2025-2026 100% of Williams' Instructional Materials Report of Monitored School(s) rated "sufficient." Dates visited: Olive and Sierra Vista Middle Schools Unannounced September 8, 2025; Baldwin Park High School September 11, 2025; and Sierra Vista High School Announced September 12, 2025	Williams' Instructional Materials Report Monitored school(s) rated "sufficient."	Target met. 100% of Williams' Instructional Materials Report of Monitored School(s) rated "sufficient."

3	Williams' Facilities Inspection Tool (FIT) Report The rating can be exemplary, good, fair, or poor. Source: Los Angeles County Office of Education Williams' Facilities Inspection Tool (FIT) Report	2023-2024 Williams' Facilities Inspection Tool (FIT) Report of Monitored School(s) rated "good" with an overall rating of 98.78%.	2024-2025 Williams' Facilities Inspection Tool (FIT) Report of Monitored School rated "exemplary" with an overall rating of 99.08% rating on Facilities Inspection Tool (FIT). Inspection occurred on August 30, 2024	2025-2026 Williams' Facilities Inspection Tool (FIT) Report of Monitored Schools rated "exemplary" with an overall rating of 100% rating on Facilities Inspection Tool (FIT) at all four sites. Inspection occurred Olive Middle School Unannounced September 22, 2025; Sierra Vista Middle School Unannounced September 24, 2025, Sierra Vista High School Announced October 17, 2025; Baldwin Park High School Announced December 10, 2025.	Williams' Facilities Inspection Tool (FIT) Report Monitored school(s) rated "exemplary" with an overall rating of 99.08% or better.	Current difference between baseline and the current year result is +1.22%. All monitored schools 100% and rated Exemplary.

4	CA School Dashboard English Language Arts (ELA) Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced (SBAC) ELA Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11. Source: caschooldashboard.org	2023 CA School Dashboard English Language Arts (ELA) Academic Indicator All Students -26.8 English Learners -68.8 Long-term English Learners TBD Foster Youth -77 Homeless -45.7 Socioeconomically Disadvantaged -29.7 Students with Disabilities -103.3 African American -22.9 Asian 56.6 Hispanic -33.2 White -85.4	2024 CA School Dashboard English Language Arts (ELA) Academic Indicator All Students -25.0 English Learners -64.9 Long-Term English Learners -100.4 Foster Youth -60.8 Homeless -55.5 Socioeconomically Disadvantaged -29.2 Students with Disabilities -95.9 African American -76.5 Asian 51.4 Hispanic -31.0 White -54.5	2025 CA School Dashboard English Language Arts (ELA) Academic Indicator All Students -24.6 English Learners -60.4 Long-Term English Learners -101.5 Foster Youth -137.1 Homeless -69.3 Socioeconomically Disadvantaged -29.6 Students with Disabilities -90.9 African American -54.5 Asian 57.7 Hispanic -32.4 White -53.9	2026 CA School Dashboard English Language Arts (ELA) Academic Indicator All Students 7 English Learners -38.8 Long-term English Learners -70 Foster Youth -17 Homeless -4.8 Socioeconomically Disadvantaged 3 Students with Disabilities -73.3 African American 8 Asian 70.0 Hispanic 5 White -55.4	All Students +2.2 English Learners +8.4 Long-Term English Learners N/A Foster Youth -60.1 Homeless -23.6 Socioeconomically Disadvantaged +0.1 Students with Disabilities +12.4 African American -31.6 Asian +1.1 Hispanic +0.8 White +31.5

5	CA School Dashboard Mathematics Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced (SBAC) Mathematics Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11. Source: caschooldashboard.org	2023 CA School Dashboard Mathematics Academic Indicator All Students -73.4 English Learners -99.5 Long-term English Learners TBD Foster Youth -134.4 Homeless -95.6 Socioeconomically Disadvantaged -76.4 Students with Disabilities -139.6 African American -116.4 Asian 35.9 Hispanic -81.5 White -117.5	2024 CA School Dashboard Mathematics Academic Indicator All Students -71.0 English Learners -94.8 Long-Term English Learners -167.5 Foster Youth -91.4 Homeless -99.9 Socioeconomically Disadvantaged -74.9 Students with Disabilities -132.7 African American -138.3 Asian 36.6 Hispanic -79.6 White -98.8	2025 CA School Dashboard Mathematics Academic Indicator All Students -65.8 English Learners -85.6 Long-Term English Learners -158.6 Foster Youth -195.3 Homeless -102.2 Socioeconomically Disadvantaged -70.4 Students with Disabilities -130.5 African American -96.3 Asian 34.1 Hispanic -75.4 White -85.5	2026 CA School Dashboard Mathematics Academic Indicator All Students -43.4 English Learners -62.5 Long-term English Learners -130 Foster Youth -92.4 Homeless -66.4 Socioeconomically Disadvantaged -56.4 Students with Disabilities -119.6 African American -76.4 Asian 55.9 Hispanic -51.5 White -87.5	All Students +7.6 English Learners +13.9 Long-Term English Learners N/A Foster Youth -60.9 Homeless -6.6 Socioeconomically Disadvantaged +6 Students with Disabilities +9.1 African American +20.1 Asian -1.8 Hispanic +6.1 White +32

6	California Assessment of Student Performance and Progress (CAASPP) Percentage of Standard Met and Exceeded Includes results from California Science Test (CAST) in Grades 5,8, and once in high school. Source: dq.cde.ca.gov/dataquest	2023 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) in Grades 5, 8, and once in high school. All Students 22.28% English Learners 1.84% or 34/272 Long-term English Learners TBD Foster Youth 0.0% or 0/11 Homeless 14.46% or 20/159 Socioeconomically Disadvantaged 21.18% or 310/2423 Students with Disabilities 4.28% or 53/420 African American 15.38% or 1/13 Asian 60.74% or 20/163 Hispanic 19.53% or 323/2520 White 11.11% or 3/27	2024 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) in Grades 5, 8, and once in high school. All Students 21.62% or 479/2215 English Learners 1.29% or 3/232 Long-Term English Learners 0.0% Foster Youth 12.50% or 2/16 Homeless 13.60% or 17/125 Socioeconomically Disadvantaged 20.28% or 407/2007 Students with Disabilities 5.83% or 19/326 African American * Asian 51.36% or 57/111 Hispanic 18.44% or 338/1833 White 7.69% or 1/13	2025 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) in Grades 5, 8, and once in high school. All Students 26.4% or 586/2219 English Learners 1.00% or 2/200 Long-Term English Learners 2.56% or 1/39 Foster Youth 9.09% or 1/11 Homeless 10.72% or 15/140 Socioeconomically Disadvantaged 24.83% or 493/1985 Students with Disabilities 9.11% or 35/384 African American Not Reported Asian 59.66% or 105/176 Hispanic 23.09% or 451/1954 White 15.79% or 3/19	2026 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) in Grades 5,8, and once in high school. All Students 28.28% English Learners 8% Long-term English Learners 8% Foster Youth 8% Homeless 20.46% Socioeconomically Disadvantaged 27.18% Students with Disabilities 10% African American 21.38% Asian 65% Hispanic 25.53% White 18%	All Students +4.12% English Learners -0.84% Long-Term English Learners N/A Foster Youth +9.09% Homeless -3.74% Socioeconomically Disadvantaged +3.65% Students with Disabilities +4.83% African American N/A Asian -1.08% Hispanic +3.56% White +4.68%

7	CA School Dashboard Additional Reports Percentage of graduating students that met UC/CSU requirements. Source: caschooldashboard.org	2023 CA School Dashboard Percentage of graduating students that met UC/CSU requirements. All Students 37.0% or 33/909 English Learners 21.0% or 21/100 Long-term English Learners TBD Foster Youth 5.3% or 1/19 Homeless 30.9% or 64/207 Socioeconomically Disadvantaged 37.0% or 332/898 Students with Disabilities 9.3% or 14/151 African American 7.1% or 1/14 Asian 72.1% or 44/61 Hispanic 34.2% or 275/805 White Data Not Available	2024 CA School Dashboard Percentage of graduating students that met UC/CSU requirements. All Students 34.6% or 335/968 English Learners 10.2% or 10/98 Long-Term English Learners TBD Foster Youth 0.0% or 0/18 Homeless 30.1% or 65/216 Socioeconomically Disadvantaged 33.8% or 317/937 Students with Disabilities 9.0% or 13/145 African American * Asian 75.0% or 39/52 Hispanic 31.7% or 279/879 White * *Indicates that the student group consists of 1-10 students which is below the minimum size for reporting per CDE.	2025 CA School Dashboard Percentage of graduating students that met UC/CSU requirements. All Students 32.8% or 251/766 English Learners 8.3% or 9/108 Long-Term English Learners 7.6% or 5/66 Foster Youth 8.3% or 1/12 Homeless 22.6% or 42/186 Socioeconomically Disadvantaged 31.8% or 234/736 Students with Disabilities 6.1% or 8/132 African American Not Reported Asian 61.5% or 32/52 Hispanic 31.1% or 213/684 White Not Reported	2026 CA School Dashboard Percentage of graduating students that met UC/CSU requirements. All Students 46% English Learners 30% Long-term English Learners 15% Foster Youth 15% Homeless 40% Socioeconomically Disadvantaged 46% Students with Disabilities 20% African American 20% Asian 81% Hispanic 44% White * *Possible update once CDE publishes performance indicators for CA School Dashboard.	All Students -4.2% English Learners -12.7% Long-Term English Learners N/A Foster Youth +3.0% Homeless -8.3% Socioeconomically Disadvantaged-5.2% Students with Disabilities -3.2% African American N/A Asian -10.6% Hispanic -3.1% White N/A

8	CA School Dashboard Additional Reports Percentage Completed at Least One CTE Pathway Represents percentage of students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. Source: caschooldashboard.org Completed at Least One Career Technical Education (CTE) Pathway	2023 CA School Dashboard Percentage Completed at Least One CTE Pathway All Students 18.0% or 164/909 English Learners 7.0% or 7/100 Long-term English Learners TBD Foster Youth 10.5% or 2/19 Homeless 15.9% or 33/207 Socioeconomically Disadvantaged 18.0% or 162/898 Students with Disabilities 12.6% or 19/151 African American 14.3% or 2/14 Asian 26.2% or 16/61 Hispanic 17.6% or 142/805 White Data Not Available	2024 CA School Dashboard Percentage Completed at Least One CTE Pathway All Students 17.8% or 172/968 English Learners 10.2% or 10/98 Long-Term English Learners 14.3% or 9/63 Foster Youth 22.2% or 4/18 Homeless 13.0% or 28/216 Socioeconomically Disadvantaged 17.5% or 16/145 Students with Disabilities 11.0% or 16/145 African American * Asian 15.4% or 8/52 Hispanic 18.4% or 162/879 White *	2025 CA School Dashboard Percentage Completed at Least One CTE Pathway All Students 21.7% or 166/766 English Learners 13.9% or 15/108 Long-Term English Learners 15.2% or 10/66 Foster Youth 8.3% or 1/12 Homeless 16.7% or 31/186 Socioeconomically Disadvantaged 21.9% or 161/736 Students with Disabilities 14.4% or 19/132 African American Not Reported Asian 32.7% or 17/52 Hispanic 21.2% or 145/684 White Not Reported	2026 CA School Dashboard Percentage Completed at Least One CTE Pathway All Students 24% English Learners 13% Long-term English Learners 17% Foster Youth 17% Homeless 22% Socioeconomically Disadvantaged 24% Students with Disabilities 18% African American 20% Asian 32% Hispanic 23% White * *Possible update once CDE publishes performance indicators for CA School Dashboard.	All Students +3.7% English Learners +6.9% Long-Term English Learners N/A Foster Youth -2.2% Homeless +0.8% Socioeconomically Disadvantaged +3.9% Students with Disabilities +1.8% African American NA Asian +6.5% Hispanic +3.6% White N/A

9	CA School Dashboard English Learner Progress Indicator ELPI Status rate reflects the percentage of ELs who moved up at least one ELPI level or maintained the ELP criterion. Source: caschooldashboard.org	2023 CA School Dashboard English Learner Progress Indicator Current Status Level: Medium Rate: 50%	2024 CA School Dashboard English Learner Progress Indicator Current Status Level for English Learners: Medium Rate: 49.4% Current Status Level for Long-Term English Learners: High Rate: 57.6%	2025 CA School Dashboard English Learner Progress Indicator Current Status Level for English Learners: Medium Rate: 48.5% Current Status Level for Long-Term English Learners: Medium Rate: 52.5%	2026 CA School Dashboard English Learner Progress Indicator Current Status Level: High Rate: 56%	Per California School Dashboard - maintained. Current Status Level for English Learners: -1.5% Current Status Level for Long-Term English Learners: +2.5
10	CDE DataQuest Long-Term English Learners 6+ Years Number of English learners that have been classified as Long-Term ELs for 6+ years. Source: dq.cde.ca.gov/dataquest	2023 CDE DataQuest Long-Term English Learners 6+ Years 6th Graders 53 7th Graders 49 8th Graders 26 9th Graders 36 10th Graders 49 11th Graders 31 12th Graders 41	2024 CDE DataQuest Long-Term English Learners 6+ Years 2024 #LTELs 6th Graders 53 7th Graders 49 8th Graders 26 9th Graders 26 10th Graders 45 11th Graders 29 12th Graders 40	2025 CDE DataQuest Long-Term English Learners 6+ Years 2024 #LTELs 6th Graders 50 7th Graders 41 8th Graders 21 9th Graders 23 10th Graders 37 11th Graders 25 12th Graders 33	2026 CDE DataQuest Long-Term English Learners 6+ Years 6th Graders 43 7th Graders 39 8th Graders 16 9th Graders 26 10th Graders 39 11th Graders 21 12th Graders 31	Continue to decrease the overall number of Long-term English learners 6th Graders Less 3 students 7th Graders Less 8 students 8th Graders Less 5 students 9th Graders Less 13 students 10th Graders Less 12 students 11th Graders Less 6 students 12th Graders Less 8 students

11	College Board Advanced Placement Exams Percentage of students who received a score of 3 or higher. Source: apstudents.collegeboard.org	2023 College Board Advanced Placement Exams 56% of Advanced Placement Exams administered received a score of 3 or higher or 341/604	2024 College Board Advanced Placement Exams 65.9% of Advanced Placement Exams administered received a score of 3 or higher or 479/726	2025 College Board Advanced Placement Exams 75.4% of Advanced Placement Exams administered received a score of 3 or higher or 532/706	2026 College Board Advanced Placement Exams 70% of Advanced Placement Exams administered received a score of 3 or higher	Advanced Placement performance increased significantly from 56% in 2023 to 75.4% in 2025, representing a +19.4 percentage point gain.
12	CA School Dashboard College Career Indicator Represents the percentage of high school graduates who are prepared for college or a career. Source: caschooldashboard.org	2023 CA School Dashboard College Career Indicator All Students 34.6% English Learners 11.2% Long-term English Learners TBD Foster Youth 5.3% Homeless 27.2% Socioeconomically Disadvantaged 34.6% Students with Disabilities 6.8% African American 7.1% Asian 70.5% Hispanic 32.0% White Data Not Available	2024 CA School Dashboard College Career Indicator All Students 37.3% English Learners 10.2% Long-Term English Learners 7.9% Foster Youth 5.6% Homeless 31.6% Socioeconomically Disadvantaged 36.5% Students with Disabilities 6.9% African American * Asian 73.1% Hispanic 35.0% White *	2025 CA School Dashboard College Career Indicator All Students 39.7% English Learners 17.8% Long-Term English Learners 16.9% Foster Youth 16.7% Homeless 29.9% Socioeconomically Disadvantaged 39.0% Students with Disabilities 8.8% African American * Asian 67.3% Hispanic 38.3% White *	2026 CA School Dashboard College Career Indicator All Students 38% English Learners 20% Long-term English Learners 17% Foster Youth 15% Homeless 36% Socioeconomically Disadvantaged 43% Students with Disabilities 16% African American 17% Asian 75% Hispanic 41% White TBD *Possible update once CDE publishes performance indicators for CA School Dashboard.	All Students +5.1% English Learners +6.6% Long-Term English Learners N/A Foster Youth +11.4% Homeless +2.7% Socioeconomically Disadvantaged +4.4% Students with Disabilities +2.0% African American NA Asian -3.2% Hispanic +6.3% White N/A

13	CDE and CSU Early Assessment Program (EAP) Percentage of 11th graders designated either ready or conditionally ready on the EAP-English language arts readiness for CSU and participating California Community Colleges. Source: DataQuest	2022-2023 Ready or Conditionally Ready - English Language Arts All students 55.41% English Learners 7.68% Long-Term English Learners 9.74% Foster Youth 22.42% Homeless 34.05% Socioeconomically Disadvantaged 46.04% Students with Disabilities 16.98%	2023-2024 Ready or Conditionally Ready - English Language Arts All students 55.73% English Learners 7.46% Long-Term English Learners 8.96% Foster Youth 24.69% Homeless 34.31% Socioeconomically Disadvantaged 47.1% Students with Disabilities 16.98%	2024-2025 Ready or Conditionally Ready - English Language Arts All Students 48.8% English Learners 10.59% Long-Term English Learners 5.55% Foster Youth 22.46% Homeless 26.74% Socioeconomically Disadvantaged 38.23% Students with Disabilities 16.95%	Ready or Conditionally Ready - English Language Arts All students 65% English Learners 18% Long-Term English Learners 18% Foster Youth 30% Homeless 44% Socioeconomically Disadvantaged 56% Students with Disabilities 25%	Ready or Conditionally Ready - English Language Arts All students -6.59% English Learners +2.91% Long-Term English Learners -4.19% Foster Youth +0.04% Homeless -7.31% Socioeconomically Disadvantaged -7.81% Students with Disabilities -0.03%

14	CDE and CSU Early Assessment Program (EAP) Percentage of 11th graders designated either ready or conditionally ready on the EAP-mathematics readiness for CSU and participating California Community Colleges. Source: DataQuest	2022-2023 Ready or Conditionally Ready - Mathematics All students 27.35% English Learners 2.47% Long-Term English Learners 1.67% Foster Youth 3.74% Homeless 11.05% Socioeconomically Disadvantaged 16.94% Students with Disabilities 4.47%	2023-2024 Ready or Conditionally Ready - Mathematics All students 27.90% English Learners 3.11% Long-Term English Learners 1.88% Foster Youth 5.79% Homeless 11.32% Socioeconomically Disadvantaged 18.1% Students with Disabilities 4.65%	2024-2025 Ready or Conditionally Ready - Mathematics All students 55.41% English Learners 7.68% Long-Term English Learners 9.74% Foster Youth 22.42% Homeless 34.05% Socioeconomically Disadvantaged 46.04% Students with Disabilities 13.10%	Ready or Conditionally Ready - Mathematics All students 40% English Learners 10% Long-Term English Learners 7% Foster Youth 15% Homeless 20% Socioeconomically Disadvantaged 25% Students with Disabilities 10%	Ready or Conditionally Ready - Mathematics All students +28.06% English Learners +5.21% Long-Term English Learners +8.07% Foster Youth +18.68% Homeless +23.0% Socioeconomically Disadvantaged +29.10% Students with Disabilities +8.63%
15	CALPADS Reclassification Rate Source: District Calculated from CALPADS 2.16 and 8.1	2023-2024 CALPADS Reclassification Rate 18.9%	2024-2025 CALPADS Reclassification Rate 16%	2025-2026 CALPADS Reclassification Rate 14.6% or 221/1510	2026-2027 CALPADS Reclassification Rate 20%	Decline by -4.3%

16	CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Source: CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards	CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. •ELA 4-Full implementation •ELD 4-Full implementation •Mathematics 3-Initial Implementation •NGSS 4-Full implementation •History Social Science 4-Full implementation	2025 CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. •ELA 4-Full implementation •ELD 4-Full implementation •Mathematics 3-Initial Implementation •NGSS 4-Full implementation •History Social Science 4-Full implementation	2026 CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. •ELA 4-Full implementation •ELD 4-Full implementation •Mathematics 3-Initial Implementation •NGSS 4-Full implementation •History Social Science 4-Full implementation	2027 CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Four out of 5 areas nearly full implementation and sustainability. One area, mathematics initial implementation.	•ELA No difference •ELD No difference •Mathematics No difference •NGSS No difference •History Social No difference

17	Dual Enrollment Percentage of 9th – 12th grade students enrolled in dual enrollment courses. Source: Student Information System for Dual Enrollment. DataQuest for overall enrollment.	2021-2022 87/3641 or 2.38% of students enrolled Hispanic – 67 Asian – 20	2024-2025 333/3158 or 10.54% of students enrolled Hispanic – 259 Asian – 61 Native Hawaiian - 13	2025-2026 126/2805or 4.49% of students enrolled Hispanic – 95 Asian – 27 Two or More - 4	2026-2027 15% of students of enrolled in grades 9-11.	Increase by +2.11%
18	CA School Dashboard Science Indicator Represents the average science points. Source: caschooldashboard.org	2023-2024 Not available	2024-2025 Average Science points. (Science points range from 0-100) All students 47.4 English Learners 38.6 Long-Term English Learners 33.8 Foster Youth 40.5 Homeless 44.9 Socioeconomically Disadvantaged 46.7 Students with Disabilities 35.8	2025-2026 Average Science points. (Science points range from 0-100) All students 49.8 English Learners 41.7 Long-Term English Learners 34.2 Foster Youth 25.5 Homeless 40.6 Socioeconomically Disadvantaged 49 Students with Disabilities 38.1	2026-2027 Average Science points. (Science points range from 0-100) All students 50 English Learners 45 Long-Term English Learners 40 Foster Youth 40 Homeless 45 Socioeconomically Disadvantaged 50 Students with Disabilities 40	All students – Increased by 2.4 points English Learners – Increased by 3 points Long-Term English Learners – Increased by 0.4 points Foster Youth – Decreased by -15 points Homeless – Decreased by -4.4 points Socioeconomically Disadvantaged – Increased by 2.3 points Students with Disabilities – Increased by 2.3 points

Goal Analysis for 2025-2026

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

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

Sixteen of the nineteen actions in Goal 1 were fully implemented. The remaining three goals were partially implemented.

Baldwin Unified School District continued implementation of key actions designed to strengthen student achievement and expand targeted supports for English learners, low-

income students, and foster youth.

Action 1.1, fully implemented through Curriculum Technology Intervention Coaches (CTI-Coaches) supported school sites by delivering small-group instruction in English Language Arts (ELA) and mathematics, providing Tier 2 interventions within the MTSS framework, and using assessment data to monitor student progress and inform instruction.

Teachers on Special Assignment (TOSAs) advanced district instructional priorities through professional learning, curriculum alignment, and implementation of evidence-based practices, including Science of Reading approaches, Thinking Maps, GLAD strategies for English learners, Write from the Beginning and Beyond, and UFLI literacy practices.

Directors of Student Achievement supported continuous improvement efforts through instructional leadership, data-informed decision making, and coordination of targeted academic supports, including English Language Development (ELD), across Transitional Kindergarten through high school.

Results led to discussions regarding the importance of enhancing core instructional practices. One-time funds were utilized to support cohorts of teachers in receiving training in the Science of Reading and UFLI (University of Florida Literacy Institute Foundations), a structured literacy and phonics program that systematically teaches foundational reading skills. In addition, teachers participated in refresher training on GLAD (Guided Language Acquisition Design) strategies, research-based instructional practices that promote language development and academic achievement for all students, particularly English Learners. These professional learning opportunities were intended to strengthen classroom instruction and improve outcomes for English learners, low income, and Hispanic student groups. It is important to note that as one-time funding sources have come to an end or been fully expended, ongoing professional development opportunities and associated costs will need to be supported through the LCAP to maintain continued investment in staff capacity and student outcomes.

Action 1.2, fully implemented as planned, with paraprofessionals, instructional aides, bilingual instructional aides, English Learner Program Aides, library staff, and intervention support staff supporting Curriculum Technology & Intervention Coaches (CTI-Cs), Teachers on Special Assignment (ToSAs), and classroom teachers in implementing targeted academic, language, behavioral, and social-emotional supports for low-income students, English learners, and foster youth. These staff provided individualized and small-group instruction, expanded Tier 2 and Tier 3 interventions, supported English learner assessment and progress monitoring, and ensured equitable access to library resources to strengthen student achievement. A challenge in implementation was that schools were at varying stages of Multi-Tiered System of Supports (MTSS) implementation based on their readiness and capacity; however, all sites continued to build and strengthen tiered systems of support throughout the year.

Action 1.3, fully implemented, prioritized ongoing professional learning opportunities designed to strengthen instructional practices and enhance staff capacity to deliver rigorous, standards-based instruction that meets diverse student needs. A challenge in implementation was balancing teachers' participation on curriculum committees and professional learning with the need to minimize time away from classroom instruction, requiring careful scheduling to reduce disruptions to student learning.

Action 1.4, fully implemented, supported collaborative curriculum development through staff participation in committees, including English language development and curriculum committees. Two areas of focus were standards-aligned instructional materials and MTSS practices and implementation.

Action 1.5, fully implemented, advanced academic opportunities through continued expansion of STEM and Project Lead the Way (PLTW) programs. While implementation remains in progress, efforts successfully increased student access to hands-on, inquiry-based learning experiences.

Action 1.6, fully implemented by staff to expand access to Dual Language, GATE, honors, and Advanced Placement courses to provide rigorous and equitable learning opportunities for all students.

Action 1.7, fully implemented, strengthened digital learning through expanded access to instructional platforms and flexible learning opportunities, including which supports students through self-paced and non-traditional learning options.

Action 1.8, fully implemented, enhanced college and career readiness through programs such as ERWC, dual enrollment, AVID, and expanded counseling supports.

Action 1.9, fully implemented as staff further strengthened Career Technical Education (CTE) and ROP pathways by connecting students to industry-focused learning and postsecondary opportunities.

Action 1.10, Standards-Aligned Supplemental Instructional Materials and Support, was partially implemented due to delays in California's statewide mathematics instructional materials adoption process. Following the adoption of the revised Mathematics Framework in 2023, publishers required additional time to develop and align materials to the framework's emphasis on conceptual understanding, problem-solving, equity, and mathematical discourse. Development, field testing, and state review timelines were further extended by challenges that emerged during and after the pandemic. As a result, the district postponed major curriculum purchases while awaiting state-approved materials. Funds allocated for this action have been reserved for the future purchase of aligned supplemental and adopted instructional materials once they become available.

Action 1.11, fully implemented, expanded co-teaching models to strengthen inclusive practices and provide differentiated support within general education classrooms. Successful implementation provided low income, foster youth, and English learners collaborative instruction and enhanced supports within the general education classroom.

Action 1.12, fully implemented by maintaining educational technology leadership, infrastructure, and technical support to enhance digital learning environments. Technology services improved access, engagement, and instructional support for English learners, low-income students, and foster youth.

Action 1.13, fully implemented by maintaining a 1:1 student device program, replacing damaged and end-of-life devices, providing technology for certificated and classified staff, supporting supplemental online academic programs, and maintaining the district's technology infrastructure to successfully ensure equitable access to digital learning resources for low-income students, English learners, foster youth, and all students.

Action 1.14, fully implemented through additional teaching staff to increase individualized attention and differentiated instruction. Reduced student-to-teacher ratios improved student engagement, instructional access, and responsiveness to the needs of English learners, low-income students, and foster youth.

Action 1.15, fully implemented through release time and additional staffing to strengthen intervention planning and student support. Increased opportunities for individualized instruction benefited English learners, low-income students, and foster youth.

Action 1.16, (non-contributing) fully implemented, prioritized recruitment and retention of qualified substitute teachers to maintain consistent instruction.

Action 1.17, (non-contributing) fully implemented, provided professional learning to strengthen instruction for English learners and support language development aligned to grade-level standards.

Action 1.18, (non-contributing) partially implemented as staff investigated evidence-based strategies and explored opportunities to strengthen instructional supports for long-term English learners, with continued implementation planned.

Action 1.19, (non-contributing) partially implemented as schools continued to provide integrated and designated English Language Development while professional learning supported more consistent implementation of effective English Language Development strategies across the district.

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.

Baldwin Park Unified School District observed material differences in the implementation of Actions 1.3, Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance, and 1.10, Standards-Aligned Supplemental Instructional Materials and Support. These differences were primarily the result of the availability of additional one-time funding sources, which were utilized to support professional learning efforts, and delays in the state's adoption and approval of mathematics instructional materials. As a result, the district deferred planned mathematics supplemental materials purchases for future investments in standards-aligned supplemental materials that will support identified student groups.

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

Actions 1.1 and 1.2 have been effective in supporting progress toward the goal by providing targeted academic supports, strengthening instructional practices, and increasing access to learning opportunities. Curriculum Technology Intervention Coaches (CTI-Coaches) supported school sites by delivering small-group instruction in English Language Arts (ELA) and mathematics, providing Tier 2 interventions within the MTSS framework, and using assessment data to monitor student progress and inform instructional decisions. Teachers on Special Assignment (TOSAs) advanced district instructional priorities through professional learning, curriculum alignment, and the implementation of evidence-based practices, including Science of Reading approaches, Thinking Maps, GLAD strategies for English learners, Write from the Beginning and Beyond, and UFLI literacy practices. Directors of Student Achievement contributed to continuous improvement efforts through instructional leadership, data-informed decision making, and coordination of targeted academic supports, including English Language Development (ELD), across Transitional Kindergarten through high school. Additionally, paraprofessionals, English Learner Program Aides (ELPAs), and library aides strengthened classroom support by reinforcing core instruction, providing targeted academic assistance, increasing student engagement, and expanding access to literacy resources. Collectively, these actions have contributed to increased instructional capacity and enhanced support for student learning across the district. Evidence of progress toward the goal is reflected in student outcome data. On the California School Dashboard, English learners demonstrated improvement in English Language Arts (ELA), increasing their average Distance from Standard (DFS) from -64.9 to -60.4. Low-income students maintained their performance, indicating continued stability for this student group. Foster youth outcomes should be interpreted with caution due to the small number of students served (26 students), as results can fluctuate significantly from year to year. These data, combined with the implementation of targeted academic supports, indicate that actions are contributing to progress while continued focus is needed to accelerate achievement for student groups requiring additional support.

Actions 1.3 and 1.4 have been effective in strengthening instructional capacity, promoting collaboration, and supporting consistent implementation of standards-based instruction across the district. Ongoing professional learning opportunities provided staff with strategies and resources to enhance instructional practices and address diverse student needs. Evidence of progress is reflected in California School Dashboard data, where low-income students demonstrated improvement in mathematics, increasing their average Distance from Standard (DFS) from -74.9 to -70.4, and English learners increased from -94.8 to -85.6. Foster youth outcomes should be interpreted with caution due to the small number of students served, as results can fluctuate significantly from year to year. Collectively, these actions have contributed to increased instructional alignment, strengthened teacher capacity, and continued progress toward improving student achievement.

Action 1.5 has been effective in expanding access to STEM learning opportunities through the STEM Academy and Project Lead The Way (PLTW), providing students with opportunities to engage in inquiry-based learning, explore STEM-related interests, develop problem-solving skills, and apply knowledge to real-world challenges. These opportunities have been particularly important for low-income students and other unduplicated student groups by increasing access to high-quality STEM experiences that support future college and career pathways. Evidence of progress is reflected in California School Dashboard Science data, reported on a 0–100 Science Points scale. All students scored 49.8, English learners scored 42.7, and socioeconomically disadvantaged students scored 49.0, with all three groups demonstrating increases in Science performance and currently classified at the “Medium” performance level. Foster youth scored 25.2 and demonstrated a decline compared to the prior year (40.5); however, results should be interpreted with caution due to the small student population size (n=14), and a performance color level is not assigned for this subgroup on the California School Dashboard. Overall, the data indicates that STEM and PLTW opportunities have contributed to increased access to STEM learning experiences and supported progress toward building student skills in science, innovation, and problem-solving.

Action 1.6 has been effective in expanding access to advanced academic programs and differentiated learning opportunities that support college and career readiness for students, particularly low-income students, English learners, and foster youth. Through programs such as Dual Language, Gifted and Talented Education (GATE), Honors, and

Advanced Placement courses, students have opportunities to develop academic skills, promote biliteracy, experience increased rigor, and prepare for postsecondary pathways. Evidence of progress is reflected in California School Dashboard College/Career Indicator (CCI) data, which reports the percentage of students identified as prepared. All students maintained performance at 39.7% prepared, resulting in a medium status level. Socioeconomically disadvantaged students also maintained performance at 39.0% prepared, with a medium status level. English learners increased to 17.8% prepared, and foster youth increased to 16.7% prepared; however, both student groups remained at a low status level. Foster youth results should be interpreted with caution due to the small student group size of 12 students, as individual student outcomes can significantly impact the percentage. The CCI reflects long-term college and career readiness and should be considered alongside academic indicators to provide a comprehensive view of student progress. Overall, Action 1.6 has increased access to rigorous academic opportunities and contributed to ongoing efforts to improve postsecondary readiness for all students.

Action 1.7 has been effective in strengthening digital learning opportunities by expanding access to instructional platforms and flexible learning options, including support for self-paced and non-traditional learning through DLAB. These expanded opportunities have supported student access to learning and provided additional pathways for students who may benefit from alternative learning formats. Evidence of progress is reflected in chronic absenteeism data, with improvements among key student groups. The chronic absenteeism rate for low-income students declined from 21.1% to 18.7%, and English learners demonstrated a significant decline from 18.1% to 14.5%. Foster youth chronic absenteeism increased from 6 identified students to 13 students; however, results for this group should be interpreted with caution due to the small student population, where year-to-year fluctuations can significantly impact percentages. Overall, this action has contributed to increased flexibility in learning access and supported efforts to improve student engagement and attendance.

Action 1.8 has been effective in increasing college and career readiness opportunities for students, particularly low-income students, English learners, and foster youth, through expanded access to college preparatory coursework, dual enrollment opportunities, AVID supports, academic counseling, and college and career transition activities. These supports have provided students with opportunities to develop academic skills, earn college credit, meet A–G requirements, and explore postsecondary pathways. Evidence of progress is reflected in California School Dashboard graduation rate data, with low-income students and English learners both demonstrating positive performance. The graduation rate for low-income students increased from 91.5% to 93.9%, and English learners demonstrated significant improvement, increasing from 78.6% to 88.0%. Foster youth also demonstrated improvement, increasing from 66.7% to 75.0%; however, results should be interpreted with caution due to the small number of students in this subgroup (9 of 12 students compared to 12 of 18 students in the prior year), where individual student outcomes can significantly impact the percentage. Collectively, these actions have contributed to increased access to college and career readiness supports and improved graduation outcomes for student groups served.

Action 1.9 has been effective in increasing access to college and career readiness opportunities through aligned Career Technical Education (CTE) pathways, Regional Occupational Program (ROP) experiences, and work-based learning opportunities. These programs have supported low-income students, English learners, foster youth, and students with disabilities by providing opportunities to explore career interests, develop industry-aligned skills, and prepare for postsecondary education and employment. Evidence of progress is reflected in the increased percentage of students completing at least one CTE pathway. All students increased 3.7 percentage points, with 21.7% (166 of 766 students) completing at least one pathway. English learners demonstrated the largest increase, improving 6.9 percentage points to 13.9% (15 of 108 students). Socioeconomically disadvantaged students increased 3.9 percentage points, with 21.9% (161 of 736 students) completing a pathway. Foster youth participation was 8.3% (1 of 12 students) and declined 2.2 percentage points; however, results should be interpreted with caution due to the small student group size, as individual student outcomes can significantly impact the percentage. Overall, the data indicates that Action 1.9 has expanded access to meaningful CTE and ROP pathway experiences, particularly for English learners and socioeconomically disadvantaged students, supporting progress toward college and career readiness goals.

Action 1.10 has been partially effective in supporting progress toward the goal, as the district continued to monitor the development of state-aligned mathematics instructional materials and strategically reserved funding to support the future purchase and implementation of high-quality resources. Due to delays in California's statewide mathematics instructional materials adoption process following the release of the 2023 Mathematics Framework, the district postponed major curriculum purchases while awaiting state-approved materials aligned to the framework's emphasis on conceptual understanding, problem-solving, equity, and mathematical discourse. Although the delayed availability of adopted materials limited full implementation of this action, the district's continued planning and resource allocation position schools for successful implementation once aligned materials become available.

Action 1.11 has been effective in increasing access to targeted instructional support through co-teaching in secondary English Language Arts (ELA) and mathematics. By providing opportunities for two educators to collaborate in planning, instruction, and assessment, co-teaching has supported differentiated instruction, increased student engagement, and provided additional academic support for low-income students, English learners, and foster youth. The reduced student-to-teacher ratio has allowed teachers to provide more individualized attention, strengthen language supports for English learners, and better respond to students' academic and social-emotional needs. Evidence of progress is reflected in California School Dashboard ELA data, where English learners demonstrated improvement, increasing their average Distance from Standard (DFS) from -64.9 to -60.4. Low-income students maintained their performance, indicating continued stability for this student group. Foster youth results should be interpreted with caution due to the small number of students served, as year-to-year results can fluctuate significantly based on individual student outcomes. Collectively, co-teaching has contributed to increased instructional support and improved access to grade-level learning opportunities for students requiring additional support.

Actions 1.12 and 1.13 have been effective in strengthening the district's capacity to support digital learning and increase equitable access to educational technology resources for students, particularly low-income students, English learners, and foster youth. Through dedicated educational technology leadership and support staff, including the ETS Director/Chief Technology Officer, Coordinator of Assessment, Data, and Educational Technology, Infrastructure System Manager, and computer technicians, the district has maintained reliable technology systems, supported instructional technology implementation, and responded to the evolving digital needs of schools. These actions are particularly important for low-income students and foster youth, as access to reliable devices, digital platforms, and instructional resources helps reduce technology-related barriers and provides continuity of learning for students who may experience changes in living situations or school placement. These supports have helped ensure equitable access to digital learning opportunities, assessment systems, and instructional resources while assisting teachers and staff in effectively integrating technology into instruction. Collectively, Actions 1.12 and 1.13 have increased the district's ability to support student success in a technology-rich learning environment.

Action 1.14 has been effective in providing increased instructional support and access to individualized learning opportunities through reduced student-to-teacher ratios. Additional teachers above the base staffing allocation have allowed for more targeted instruction, increased opportunities for student participation, and greater flexibility in meeting the academic needs of low-income students, English learners, and foster youth. Smaller class sizes have supported differentiated instructional practices, increased teacher-student interaction, and additional opportunities for students to receive feedback and academic support. Evidence of progress is reflected in California School Dashboard academic data. In English Language Arts (ELA), English learners demonstrated improvement, increasing their average Distance from Standard (DFS) from -64.9 to -60.4, while low-income students maintained their performance. In mathematics, low-income students improved from -74.9 to -70.4, and English learners demonstrated significant growth, increasing from -94.8 to -85.6 average Distance from Standard. Foster youth results should be interpreted with caution due to the small student population, as year-to-year outcomes can fluctuate significantly based on individual student performance. Overall, Action 1.14 has contributed to increased instructional support, improved access to grade-level learning opportunities, and continued progress toward closing achievement gaps for student groups served.

Action 1.15 has been effective in increasing opportunities for teachers to provide targeted academic support and respond to the individual needs of low-income students, English learners, and foster youth. Substitute coverage has provided teachers with dedicated time to analyze student data, identify students requiring Tier 2 and Tier 3 supports, collaborate with administrators, and communicate with families to strengthen academic interventions. The addition of eight teachers to provide a 1/6 period has expanded opportunities for individualized student support, including one-on-one conferencing, progress monitoring, and targeted instruction. These structures have strengthened the district's ability to identify student needs earlier, coordinate interventions, and provide more personalized learning experiences for students requiring additional support. Collectively, Action 1.15 has contributed to improved instructional responsiveness and supports the district's ongoing efforts to improve academic outcomes for unduplicated student groups.

Action 1.16 has been effective in supporting the district's ability to attract and retain appropriately placed, fully credentialed teachers, support staff, and substitutes through competitive compensation, innovative programs, and professional development opportunities. As a Basic Services action, this action was not identified as a contributing action toward this specific goal; however, its effectiveness in maintaining a qualified and stable workforce has provided the foundation necessary to support consistent instructional practices and the successful delivery of services that benefit student learning.

Actions 1.17, 1.18, and 1.19 have been effective in supporting English learner progress through professional learning, implementation of the English Learner Master Plan, targeted support for long-term English learners, and continued delivery of integrated and designated English Language Development. These actions have strengthened teacher capacity to provide language development supports and promote English learners' growth in listening, speaking, reading, and writing. Evidence of progress is reflected in the California School Dashboard English Learner Progress Indicator (ELPI), where English learners achieved a current status level of Medium, with 48.5% of students making progress toward English language proficiency. Long-term English learners also achieved a current status level of Medium, with 52.5% demonstrating progress. Although these actions were not identified as contributing actions toward this specific goal, their effectiveness in supporting English language development and improving access to grade-level instruction contributes to the district's broader efforts to ensure English learners attain proficiency and academic success.

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.

Metric 16 - Science Indicator added. Per CDE informational sheet, "The Science Indicator will not be used for state or federal support determinations based on the 2025 Dashboard and will be displayed for informational purposes."

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	Staff to Support Academic Achievement	Baldwin Park Unified School District's low income, English learners, foster youth have most significant cause for continued academic growth, according to the most current state and local assessments, indicating a need for academic support for students. To continue to provide increased support, BPUSD will provide: • Fifteen Curriculum Technology & Intervention Coaches (CTI-C) will provide direct services to the staff and students by planning and implementing ongoing training and support. CTI coaches are trained in collaborative lesson studies to enhance coaching skills, aim to share best practices and promote continuous improvement in teaching and learning. • Five Teachers on Special Assignment (ToSAs) to support school site Curriculum Technology & Intervention Coaches (CTI-Cs) through the integration of technology, planning, and implementation of lessons that differentiate instruction, especially for identified student groups: low income, English learners, and foster youth. Student progress throughout the year toward mastery of the skills measured by interim and summative assessments and implementation of school-based intervention programs such as i-Ready. • Two Student Achievement Directors will ensure the academic, social, and behavioral support for unduplicated students, instructional support for teachers, data disaggregation, and program evaluation. Student Achievement Directors will support administrators as instructional leaders at their school sites. The directors' principal responsibility is to administer instructional direction to increase student achievement for identified student groups through implementing standards, developing pacing guides, collecting and analyzing data from formative and summative assessments, and ensuring accountability. • Other Student Achievement Division staff with the principal responsibility to administrate instructional direction, ensure the academic, social, and behavioral support for unduplicated	$20,765,179.00	Yes

		students, and provide instructional support for teachers, data disaggregation, and program evaluation. • Additional teachers above the base lower the student-to-teacher ratio to provide low-income students, English learners, and foster youth with the opportunity for increased teacher-student engagement, teachers with the opportunity to observe and assess the class as a whole and the students as individuals, and teachers with the opportunity to tailor instruction to meet the needs of low income, English learners, and foster youth. • Provide attract and retain long-term substitutes for struggling unduplicated students to provide stability. • Fifteen Intervention Teachers on Special Assignment to provide Multi-Tiered System of Support (MTSS) Tier 2 and Tier 3 intervention sessions to struggling students. LREBG: Implementing a Multi-Tiered System of Supports (MTSS) is an evidence-based approach that improves academic, behavioral, and social-emotional outcomes for historically underserved students, including low-income students, English learners (ELs), and foster youth. Low-Income Students benefit from early academic intervention, trauma-informed practices, and integrated social-emotional learning, leading to increased achievement and engagement (Fuchs & Fuchs, 2006). English Learners show improved outcomes when instruction is language-sensitive and culturally responsive, with appropriate progress monitoring and scaffolding (Genesee et al., 2005). Foster Youth benefit from consistent, trauma-informed tiered supports and coordination with child welfare services, improving stability, attendance, and emotional well-being (Leone & Weinberg, 2010). Benefits across groups include: -Improved academic performance -Increased access to grade-level curriculum -Reduced behavioral referrals and absenteeism -More equitable identification for special education services This action supports LCAP Priority Areas 1, 4, 5, 6, and 7 by enhancing access, engagement, and achievement for unduplicated students. Staff to implement a comprehensive Multi-Tiered System of Supports (MTSS) across all district schools to accelerate academic learning recovery, reduce chronic absenteeism, and address students' behavioral and social-emotional needs, with a specific focus on low income, English learners and foster youth. Metric: CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders. LREBG Funds $6,904,064.00		
2	Paraprofessional and Classified Staff to Support Identified Student Groups	Paraprofessional support for unduplicated students to support and monitor the academic and social-emotional progress of unduplicated students. Para professionals provide instructional support to teachers by assisting students in understanding and learning different subjects like math, science, English, and social studies. • Instructional aides to provide support and reinforcement to classroom instruction through individualized/small group instruction to low-income English learners and foster youth. • Bilingual instructional aides to support and monitor English learners' academic achievement,	$4,292,631.00	Yes

		reading comprehension, and learning progress. • Fifteen paraprofessionals working alongside Intervention Teachers on Special Assignments (ToSAs) to increase Tier 2 and Tier 3 support for identified students. • English Learner Program Aides (ELPAs) support the English learner by assisting in administering and scoring assessments and providing the classroom teacher with accurate and timely information to best meet the learner's needs. • Library aides or library tech at each site to support the library used by low income, English learners and foster youth. Library aides and techs aid in book selection, book maintenance, and upkeep of an overall positive library environment. • Staff to implement a comprehensive Multi-Tiered System of Supports (MTSS) across all district schools to accelerate academic learning recovery, reduce chronic absenteeism, and address students' behavioral and social-emotional needs, with a specific focus on unduplicated students. LREBG: Implementing a Multi-Tiered System of Supports (MTSS) is an evidence-based approach that improves academic, behavioral, and social-emotional outcomes for historically underserved students, including low-income students, English learners (ELs), and foster youth. Low-Income Students benefit from early academic intervention, trauma-informed practices, and integrated social-emotional learning, leading to increased achievement and engagement (Fuchs & Fuchs, 2006). English Learners show improved outcomes when instruction is language-sensitive and culturally responsive, with appropriate progress monitoring and scaffolding (Genesee et al., 2005). Foster Youth benefit from consistent, trauma-informed tiered supports and coordination with child welfare services, improving stability, attendance, and emotional well-being (Leone & Weinberg, 2010). Benefits across groups include: -Improved academic performance -Increased access to grade-level curriculum -Reduced behavioral referrals and absenteeism -More equitable identification for special education services This action supports LCAP Priority Areas 1, 4, 5, 6, and 7 by enhancing access, engagement, and achievement for unduplicated students. Staff to implement a comprehensive Multi-Tiered System of Supports (MTSS) across all district schools to accelerate academic learning recovery, reduce chronic absenteeism, and address students' behavioral and social-emotional needs, with a specific focus on low income, English learners and foster youth. Metric: CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders. LREBG Funds $1,122,861.00		
3	Actions Above the Base to Support Implementation of State Standards	Baldwin Park Unified School District utilizes curriculum committees, professional development, training materials, and instructional materials that supplement the core to support the implementation of state standards. Our commitment to continual improvement is a cornerstone of the educational program, aligning with the District's mission and vision statements. Actions include:	$2,791,983.00	Yes

		• Review program assessment reports in respective academic areas. • Assessing the needs of unduplicated students based on data analysis. • Developing classroom curriculum. • Reviewing recommendations for changes in curriculum and/or primary learning materials such as pacing guides, benchmark assessments, and assessment schedules. • Evaluating instructional materials and programs. • Planning and implementing professional development. • Calibrating student work samples. • Acquisition of training materials and supplemental instructional materials. The efforts of curriculum committees, professional learning opportunities, and the use of supplemental materials are intentionally focused on addressing the specific academic needs of low-income students, English learners, and foster youth in identified areas of underperformance.		
4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	Baldwin Park Unified School District will continue to meet the needs of the unduplicated population by providing professional development opportunities. Studies to include, but not be limited to: • Increase professional knowledge, competence, skills, and effectiveness • Same subject meetings • Vertical articulation • Data analysis • The Science of Reading • Literacy, reading and writing, workshops • Mathematics support and resources • Mitigating learning loss • De-escalation and behavioral management strategies • Intervention support for identified subgroups • Best practices for English learners • Next Generation Science Standards • CSEA Paraprofessional Training Professional development opportunities available for certificated, classified, administrative and support staff. Funding to be used towards, but not limited to registration fees and related costs, teacher hourly, classified hourly, teacher pay, substitute pay, consultants, and related materials.	$1,850,083.00	Yes
5	Science, Technology, Engineering, and Math Integration	According to the California Department of Education, “To be successful, California’s efforts to improve schools and raise student achievement must include advancing our students’ understanding of STEM: science, technology, engineering, and mathematics. Through STEM education, students learn to become problem solvers, innovators, creators, and collaborators and go on to fill the critical pipeline of engineers, scientists, and innovators so essential to the future of California and the nation.” STEM Academy: Recent studies have shown that low-income students are entering STEM programs at a much lower rate than their high-income counterparts. Baldwin Park Unified School District is committed to the development of a STEM Academy dedicated to providing low-income students equitable access to their high-income counterparts. Project Lead the Way (PLTW):	$886,975.00	Yes

		PLTW will provide students opportunities to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. The program provided unduplicated pupils with opportunities they may not necessarily have made available to them.		
6	Differentiated Support and Program Options for Advanced Learning	Baldwin Park Unified School District, dedicated to “Ensuring High Achievement for ALL Learners,” through differentiated support and program options, low-income students can participate in academically aligned education for advanced students, learn skills needed in their careers and lives, meet their social and emotional needs, and keep them engaged in school so they don’t drop out. Advanced program opportunities include, but are not limited to: • Dual Language Program to support language acquisition and promote biliteracy. • Gifted and Talented Education Program to provide unduplicated population enrichment opportunities. • Honors and Advanced Placement courses to offer low income students rigor and preparation for college.	$327,625.00	Yes
7	Equitable Access and Opportunities of Support for All Students to Achieve	Baldwin Park Unified School District works to ensure equity for students by recognizing, respecting, and attending to their diverse strengths and challenges. Alternative educational programs are separate from the mainstream educational program or system and are designed especially for struggling low-income students, English learners, or foster youth. The Baldwin Park Unified School District is committed to providing comprehensive support for the unduplicated population. Our programs and resources offer a wide range of opportunities, ensuring that every student's educational journey is well-supported and guided. Opportunities may include, but are not limited to: • Integrated technology-based learning opportunities • Saturday School • ASAP and ACT programs at the high schools • Intervention, study skills, and reconnecting youth programs • High school and North Park summer school for credit deficient students at-risk of not graduating • Online credit recovery courses for low-income credit deficient students	$6,240,460.00	Yes
8	Increasing College/Career Readiness	Baldwin Park Unified School District’s vision is for all students to be prepared for university or other institutions of higher education and/or any post-secondary options of their choice. The district will continue to offer low-income, foster youth, and English learner student groups resources that are aligned with increasing college career readiness. • Expository Reading and Writing Curriculum (ERWC), a college preparatory, rhetoric-based English language arts course for grades 11 and 12 designed to develop academic literacy. The availability of the course allows students one more chance to be exempt from Cal State and CSU entry requirements. • Dual enrollment courses are offered through a partnership with Mt. San Antonio College, where students can take the class for free on the high school campus during their school day or after school and earn concurrent high school and college credit. Passing the class during high school guarantees they can skip entry-level courses during college. Dual enrollment courses allow students to earn college credit while in high school.	$4,337,985.00	Yes

		• Advancement Via Individual Determination (AVID) provides unduplicated pupils with instruction in the skills needed to be successful in college. The program emphasizes critical thinking, teamwork, organization, and reading skills. College students provide tutorials twice weekly. • Twenty-one supplemental counselors will continue to provide academic guidance and support for unduplicated students, including low-income, English learners, and foster youth. Their efforts are aimed at helping these students meet A-G requirements and ensure college and career readiness. The program's success is measured by the outcomes of better-prepared students with more postsecondary options. Support for low income, English learners, and foster youth will include conferencing, college campus visits, college and career awareness activities, summer school registration, scholarship assistance, and prioritization of homeless and foster youth in registration and credit recovery. Additional support includes planning for college and career transitions.		
9	Career and Technical Education Pathways and Programs	Baldwin Park Unified School District's mission is to ensure all students are well-prepared for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Unduplicated student groups, such as low income, English learners, and foster youth identified as the lowest status for the College Career Indicator, will benefit from these aligned pathways and Regional Occupation Program services, reaffirming our commitment to their success. Career and Technical Education (CTE) offers students the opportunity to explore a variety of career pathways, begin training in a specific field, and develop essential skills that are directly applicable to their future employment and postsecondary study. CTE pathways, such as Architecture Design, Digital Arts, Engineering, Information on Technology, Photography, Sports Medicine, Video Production, and Web Design, are designed to equip students with the skills and knowledge they need to succeed in their chosen fields. In cooperation with the local business community, the Regional Occupation Program (ROP) prepares students for work by providing youth with marketable skills, work ethics, and job training to build and keep a career—contribution to ROP to provide unduplicated students and students with disabilities with a broad range of courses. ROP courses include, but are not limited to, Automotive, Childhood Development – Early Childhood, and Sports Physical Therapy. In addition, low-income students will be provided access to the necessary services not allowed by ROP.	$1,346,888.00	Yes
10	Standards Aligned Supplemental Instructional Materials and Support	All students will have access to standards-aligned instructional materials and textbooks. Low-income and foster youth students will have access above the base to the necessary instructional materials and support, which will be equitable to their higher-income counterparts. English learners will have access to materials beyond the core curriculum, including supplemental resources specifically designed to support English language acquisition. School sites will receive funding to provide instructional materials, which includes paper and document reprographics leases for instructional use, school library materials, and resources.	$3,184,373.00	Yes
11	Increasing Student Access to State Standards	Co-teaching in English-language arts and mathematics at the secondary level provides low income, English learners, and foster youth with increased learning options. Co-teaching is when two educators work together to plan, organize, instruct, and assess the same group of students sharing the same classroom. For low-income students, there are increased opportunities for exposure to learning concepts.	$1,562,220.00	Yes

		Increased student engagement time for English learners breaks down language barriers, thus increasing student participation. A reduced student-to-teacher ratio provides targeted benefits for key unduplicated student groups: low-income students receive more individualized attention and academic support; English learners benefit from additional time devoted to English language development; and foster youth are better supported as smaller class sizes allow teachers to more effectively understand and respond to their unique social-emotional and academic needs.		
12	Staff to Support Technology Integration with Teaching and Learning	Given the increasing reliance on digital technologies like internet platforms, social media, and mobile devices, digital literacy is a necessity for all. Baldwin Park Unified School District's low income, English learners and foster youth have the most significant cause for striving for digital literacy. To continue to provide increased support, BPUSD will staff include: • An ETS Director/Chief Technology Officer to direct site/network support above the essential services at all sites. • A Coordinator of Assessment, Data, and Educational Technology will oversee the implementation of Educational Technology and collaborate with Directors of Student Achievement to support Curriculum Technology and Intervention Coaches, Intervention ToSAs, and other staff who provide direct support to students. • Infrastructure System Manager to monitor performance, prevent downtime, manages access and responds to technical issues experienced by staff, teachers and students. • Computer technician services to support instructional technology at all school sites and District office. • The educational technology and support staff will focus on supporting instructional technology needs for unduplicated populations.	$2,157,830.00	Yes
13	Instructional Technology and Support	Low-income, foster youth, and English learners have the greatest need for supplemental technology hardware and software support to provide equitable access to the global society. • Tablets, laptops, charging carts, and related materials to support the implementation of the digital curriculum and provide equity for low income, English learners and foster youth • 1:1 student ratio for student devices. • Replacement for damaged and end-of-life devices. • Devices for certificated and classified staff. • Supplemental online academic support programs and software. • Maintenance of district data center resources to provide school staff and teachers with up-to-date student information. • Maintenance of district's WAN to support students' educational needs and their ability to relay data to staff and students to various locations across the world.	$1,816,900.00	Yes
14	Class Size Reduction and Lower-Class Sizes	Additional teachers above the base will reduce the student-to-teacher ratio to provide increased individualized attention to low-income students, English learners, and foster youth, instruction tailored to meet the needs of struggling students, increased opportunities for participation, and increased communication. For low-income students, there are increased opportunities for exposure to learning concepts.	$5,230,872.00	Yes

		Increased student engagement time for English learners breaks down language barriers, thus increasing student participation. The benefits of a reduced student/teacher ratio increased instructional options and diversity of instructional styles, especially beneficial for low income, English learners, and foster youth.		
15	Measuring Student Learning Through Assessment	Substitute coverage to provide teachers time to observe and assess students' needs for Tier 2 and Tier 3 services and time to conference with school administration and parents of English learners, low-income students, and foster youth. Eight additional teachers will be included to provide all teachers of English learners, low-income students, and foster youth a 1/6 period to work with students 1:1.	$1,132,895.00	Yes
16	Teachers and Support Staff Salaries	Attract and retain appropriately placed, fully credentialed teachers, support staff and substitutes with competitive compensation, innovative programs and professional development. (Basic Services)	$104,933,805.00	No
17	Supporting English Learners	Provide teachers professional development on supporting English language learners to become competent in the understanding, reading, listening, speaking, and writing of the English language through the development of literacy and academic skills in grade-level standards; at a minimum, the language acquisition programs, as defined in EC Section 306. Implementation of the English Learner Master Plan to ensure consistent, coherent services are provided to "ensure that all English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students."	$0.00	No
18	Supporting Long-term English Learners	According to CDE DataQuest reports, in 2023-2024, Baldwin Park Unified School District had 268 students who have been labeled English learners for six or more years. Staff will investigate specific strategies and assess opportunities for long-term English learners to develop high-level reading, speaking, and writing skills for these English learners remaining in EL status for six years or more.	$0.00	No
19	English Language Development	English learners are provided with integrated and designated English Language Development. Integrated English Language Development is provided to English learners throughout the school day and across all subjects by all teachers who have English learners in their classrooms. Designated English Language Development is provided to English learners by skilled teachers during a scheduled time during the regular school day. Provide teachers with professional development on the best integrated and designated English Language Development strategies.	$0.00	No

Goal

Goal #	Description	Type of Goal
2	Foster an environment of support, understanding, and emotional safety for students and all educational partners to increase student achievement.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Based on the 2023 CA School Dashboard: Goal 2 was developed in alignment with the opening statement of the Baldwin Park Unified School District's vision statement, "In a culture of high expectations and academic rigor and an environment of support, understanding, and emotional safety."

Careful analysis of 2023 CA School Dashboard data revealed outcomes for student groups and the "why" the District developed this goal. For the Chronic Absenteeism Indicator, student groups either declined significantly or declined. Based on outcomes, no student groups or individual schools were identified as "very high."

For the "significantly declined" change level, the difference between the current and prior year chronic absenteeism rates of English learners was -12.1%, placing their current rate at 24.5%. The difference between the three student groups in the current and previous years was between -9% and -9.6%. The socioeconomically disadvantaged current chronic absenteeism rate is 28.9%, the homeless is 29.8%, Hispanic is 30%, and students with disabilities is 35.5%.

Five student groups demonstrated a decline in chronic absenteeism between the prior and current years. White and African American demonstrated a -11.5 and a -11.3 change, respectively. Current chronic absenteeism rates for African American is 30.0% and white 36.2%. Filipinos demonstrated a -9.9 difference with a current rate of 15.3%, Asians a -1.3% with a current rate of 10.8%, and foster youth a -1.1% difference with a current 29.6% chronic absenteeism rate.

Graduation rates for English learners increased significantly, with a 7.9% gain from 69.1% to 77.0%. Four student groups' status levels were considered high and increased from the previous year: Asian 96.7%, Hispanic 92%, socioeconomically disadvantaged 91.8%, and all students 91.7%.

Despite the challenges faced, Filipino students have managed to maintain a high status at 84.4%, even after experiencing a significant decline of -5.6%. This decline, along with the 2.2% decrease in foster youth, who are now at a low-status level of 68.4%, highlights the need for our continued support and attention.

The medium status level of homeless increased by 4.8% to 90.3%. Students with disabilities increased significantly but remained at a medium status level of 84.1%.

A third indicator analyzed from the 2023 CA School Dashboard was suspension rates. One student group, African American, had a "very high" status level, a difference of 6.3% between the current year and the prior year with an 11.1% current suspension rate. Foster youth, although also considered a "very high" status level, experienced a -1.3% difference between the current and prior year, with an overall suspension rate of 11.1%.

Five student groups share the status level label of "high": Students with disabilities at 7.1%, homeless at 5.5%, Hispanic at 5.4%, socioeconomically disadvantaged at 5.2%, and all students at 5.1%. English learners with a suspension rate of 3.9% and white with a suspension rate of 3.2% are considered medium. Two student groups, although increased from the prior year, have a "low" status level: Asian with a suspension rate of 1.1% and Filipino with a suspension rate of 1.7%. It was agreed that these disparities in suspension rates,

particularly among the 'high' status level groups, require our immediate attention and action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Districtwide Attendance Rate Overall TK-12 attendance rate for 2022-2023. Source: www.calpads.org	2023-2024 Fiscal Services P2 93.6%	2024-2025 Fiscal Services P2 94.85%	2025-2026 Fiscal Services P2 94.63%	2026-2027 96%	Increase of 1.03%
2	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) Kindergarten through grade eight students who were absent 10 percent or more of the school year. Source: caschooldashboard.org	2023 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) All TK-8th Grade Students 28.6% English Learners 24.5% Long-term English Learners TBD Foster Youth 29.6% Homeless 29.8% Socioeconomically Disadvantaged 28.9% Students with Disabilities 35.5% African American 30.0% Asian 10.8% Hispanic 30.0% White 36.2%	2024 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) All Students 20.8% English Learners 18.1% Long-Term English Learners 23.7% Foster Youth 14.6% Homeless 27.3% Socioeconomically Disadvantaged 21.1% Students with Disabilities 25.4% African American 35.3% Asian 7.4% Hispanic 21.9% White 25.0%	2025 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) All Students 18.4% English Learners 14.5% Long-Term English Learners 20.6% Foster Youth 31.0% Homeless 21.3% Socioeconomically Disadvantaged 18.7% Students with Disabilities 23.7% African American 33.3% Asian 3.7% Hispanic 19.5% White 31.6%	2026 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) All TK-8th Grade Students 8.7% English Learners 8.0% Long-term English Learners 13% Foster Youth 10.0% Homeless 8.8% Socioeconomically Disadvantaged 8.9% Students with Disabilities 12.0% African American 21.3% Asian 1.4% Hispanic 8.9% White 17.9%	All Students -10.20% English Learners -10.00% Long-Term English Learners N/A Foster Youth +1.40% Homeless -8.50% Socioeconomically Disadvantaged -10.20% Students with Disabilities -11.80% African American +3.30% Asian -7.10% Hispanic -10.50% White -4.60%

3	CA School Dashboard High School Graduation Rate Placement Report Percentage of students who are included in the combined four-and five-year graduation rate. Source: caschooldashboard.org	2023 CA School Dashboard High School Graduation Rate Placement Report All Students 91.7% English Learners 77.0% Long-term English Learners TBD Foster Youth 68.4% Homeless 90.3% Socioeconomically Disadvantaged 91.8% Students with Disabilities 84.1% African American 57.1% Asian 96.7% Hispanic 92.0% White Data Not Available	2024 CA School Dashboard High School Graduation Rate Placement Report All Students 91.5% English Learners 78.6% Long-Term English Learners 82.5% Foster Youth 66.7% Homeless 92.1% Socioeconomically Disadvantaged 91.5% Students with Disabilities 82.1% African American Not Available Asian 92.3% Hispanic 91.6%	2025 CA School Dashboard High School Graduation Rate Placement Report All Students 93.6% English Learners 88.0% Long-Term English Learners 92.4% Foster Youth 75.0% Homeless 90.9% Socioeconomically Disadvantaged 93.9% Students with Disabilities 87.1% African American Not Available Asian 100% Hispanic 93.3%	2026 CA School Dashboard High School Graduation Rate Placement Report All Students 97.7% English Learners 83% Long-term English Learners 88% Foster Youth 74.4% Homeless 96.3% Socioeconomically Disadvantaged 97.8% Students with Disabilities 90.1% African American 63.1% Asian 98% Hispanic 97%	All Students +1.90% English Learners +11.00% Long-Term English Learners N/A Foster Youth +6.60% Homeless +0.60% Socioeconomically Disadvantaged +2.10% Students with Disabilities+3.00% African American N/A Asian +3.30% Hispanic +1.30%
4	CDE DataQuest Outcome for the four-year adjusted cohort graduation rate (ACGR)of the number of students who dropped out. Source: dq.cde.ca.gov/Dataquest Four-Year Adjusted Cohort Outcome	2023 DataQuest Dropout Rate All Students 8.5% or 56/895 English Learners 22.5% or 18/80 Long-term English Learners TBD Foster Youth 25% or 4/16 Homeless 8.3% or 17/206 Socioeconomically Disadvantaged 6.2% or 55/884 Students with Disabilities 6.5% or 8/123	2024 DataQuest Dropout Rate All Students 7.3% or 71/967 English Learners 18.4% or 18/98 Long-Term English Learners Not Available Foster Youth 36.8% or 7/19 Homeless 7.0% or 15/215 Socioeconomically Disadvantaged 7.4% or 69/936 Students with Disabilities 12.5% or 18/144	2025 DataQuest Dropout Rate All Students 4.1% or31/751 English Learners 5.6% or 6/107 Long-Term English Learners Not Available Foster Youth 16.7% or 2/12 Homeless6.6% or 12/183 Socioeconomically Disadvantaged 4.36% or 31/729 Students with Disabilities 7.3% or 9/124	2026 DataQuest Dropout Rate All Students 4.3% English Learners 11% Long-term English Learners 11% Foster Youth 13% Homeless 5% Socioeconomically Disadvantaged 4.3% Students with Disabilities 3.3%	All Students -4.40% English Learners -16.90% Long-Term English Learners N/A Foster Youth -8.30% Homeless -1.70% Socioeconomically Disadvantaged -1.90% Students with Disabilities +0.80%

5	CA School Dashboard Suspension Rate Indicator Percentage of students suspended one full day or more during the school year. Source: caschooldashboard.org	2023 CA School Dashboard Suspension Rate Indicator All Students 5.1% or 553/10,812 English Learners 3.9% or 90/2,329 Long-term English Learners TBD Foster Youth 14.2% or 18/127 Homeless 5.5% Socioeconomically Disadvantaged 5.2% or 500/9,571 Students with Disabilities 7.1% or 150/2,115 African American 11.1% 6/54 Asian 1.1% or 8/706 Hispanic 5.4% or 527/9,698 White 3.2% or 3/94	2024 CA School Dashboard Suspension Rate Indicator All Students 4.9% or 506/10,392 English Learners 4.9% or 108/2209 Long-Term English Learners 16.5% or 70/495 Foster Youth 19.0% or 20/105 Homeless 5.3% or 33/625 Socioeconomically Disadvantaged 5.1% or 481/9513 Students with Disabilities 6.5% or 138/2108 African American 4.7% or 4/52 Asian 0.8% or 6/708 Hispanic 5.2% or 481/9294 White 6.6% or 6/91	2025 CA School Dashboard Suspension Rate Indicator All Students 4.5% or 441/9757 English Learners 4.2% or 78/1852 Long-Term English Learners 12.7% or 42/332 Foster Youth 22.2% or 20/90 Homeless 7.0% or 47/675 Socioeconomically Disadvantaged 4.9% or 426/8762 Students with Disabilities 6.1% or 125/20582 African American 15.7% or 8/51 Asian 1.3% or 9/713 Hispanic 4.7% or 4121/8685 White 5.3% or 4/75	2026 CA School Dashboard Suspension Rate Indicator All Students 4.5% English Learners 2.5% Long-term English Learners 12% Foster Youth 8.0% Homeless 4.5% Socioeconomically Disadvantaged 4.5% Students with Disabilities 4.5% African American 8.0% Asian 1.0% Hispanic 4.5% White 2.5%	All Students -0.60% English Learners -0.30% Long-Term English Learners N/A Foster Youth +8.00% Homeless +1.50% Socioeconomically Disadvantaged -0.30% Students with Disabilities -1.00% African American +4.60% Asian +0.20% Hispanic -0.70% White +2.00%

6	CA Healthy Kids Survey (CHKS) Safe or Very Safe School Percentage of students in grades 5,7,9 and 11 who perceived they feel safe at school all or most of the time. Source: dq.cde.ca.gov/Dataquest Tables – Elem. A6.7, MS, HS A6.8	2024 CA Healthy Kids Survey (CHKS) Feeling Safe 5th Graders 66% 7th Graders 51% 9th Graders 40% 11th Graders 43%	2025 CA Healthy Kids Survey (CHKS) Feeling Safe 5th Graders 71% 7th Graders 51% 9th Graders 52% 11th Graders 49% NT Graders 50% NT is Non-Traditional or all student in NP Continuation	2026 CA Healthy Kids Survey (CHKS) Feeling Safe 5th Graders 73% 7th Graders 51% 9th Graders 56% 11th Graders 55% NT Graders 62% NT is Non-Traditional or all student in NP Continuation	2026-2027 CA Healthy Kids Survey (CHKS) Feeling Safe 5th Grades 72% 7th Graders 57% 9th Graders 46% 11th Graders 49% NT 60%	5th Graders +7% 7th Graders Same 9th Graders +16% 11th Graders +12% NT Graders N/A NT is Non-Traditional or all student in NP Continuation

7	CA Healthy Kids Survey (CHKS) School Connectedness Measured by the average percentage of 5th, 7th, 9th, and 11th- grade students responding all or most of the time or agree or strongly agree to five survey questions. Source: dq.cde.ca.gov/Dataquest Tables - Elem. A6.7, MS, HS A6.8	2023-2024 CA Healthy Kids Survey (CHKS) School Connectedness 5th Graders 60% 7th Graders 50% 9th Graders 47% 11th Graders 45%	2024-2025 CA Healthy Kids Survey (CHKS) School Connectedness 5th Graders 63% 7th Graders 52% 9th Graders 53% 11th Graders 49% NT Graders 46% NT is Non-Traditional or all student in NP Continuation	2025-2026 CA Healthy Kids Survey (CHKS) School Connectedness 5th Graders 73% 7th Graders 51% 9th Graders 56% 11th Graders 55% NT Graders 59% NT is Non-Traditional or all student in NP Continuation	2026-2027 CA Healthy Kids Survey (CHKS) Healthy Kids Survey (CHKS) School Connectedness 5th Graders 66% 7th Graders 56% 9th Graders 53% 11th Graders 51% NT 51%	5th Graders +13% 7th Graders +1% 9th Graders +9% 11th Graders +10% NT Graders N/A NT is Non-Traditional or all student in NP Continuation

8	CA Healthy Kids Survey (CHKS) Caring Relationships Measured by the average percentage of 5th, 7th, 9th, and 11th-grade students responding all or most of the time or agree or strongly agree to the statement there is a teacher or some other adult from my school who really cares about me. Source: dq.cde.ca.gov/Dataquest Tables - Elem. A6.4, MS, HS A6.5	2023-2024 CA Healthy Kids Survey (CHKS) Caring Relationships 5th Graders 62% 7th Graders 55% 9th Graders 54% 11th Graders 59%	2024-2025 CA Healthy Kids Survey (CHKS) Caring Relationships 5th Graders 60% 7th Graders 57% 9th Graders 51% 11th Graders 59% NT Graders 60% NT is Non-Traditional or all student in NP Continuation	2025-2026 CA Healthy Kids Survey (CHKS) Caring Relationships 5th Graders 75% 7th Graders 51% 9th Graders 58% 11th Graders 65% NT Graders 64% NT is Non-Traditional or all student in NP Continuation	2026-2027 CA Healthy Kids Survey (CHKS) Caring Relationships 5th Graders 68% 7th Graders 61% 9th Graders 60% 11th Graders 65% NT 66%	5th Graders +13% 7th Graders -4% 9th Graders +4% 11th Graders +6% NT Graders N/A NT is Non-Traditional or all student in NP Continuation

9	CA School Dashboard Met UC/CSU Requirements AND CTE Pathway Completion Report Source: CA School Dashboard	2023 CA School Dashboard Met UC/CSU Requirements AND CTE Pathway Completion Report 9.4% or 85/909	2024 CA School Dashboard Met UC/CSU Requirements AND CTE Pathway Completion Report 8.2% or 79/968	2025 CA School Dashboard Met UC/CSU Requirements AND CTE Pathway Completion Report 10.8% or 83/766	2026 CA School Dashboard Met UC/CSU Requirements AND CTE Pathway Completion Report 15%	Difference between current and baseline for 2025 is a +1.4%
10	CA School Staff Survey Measured by the average percentage of teachers responding strongly agree or agree that this place is a safe place for students. Source: CA School Staff Survey Table A6.2 or A5.2	2022-2023 CA School Staff Survey 89%	2024-2025 CA School Staff Survey 91%	2055-2026 CA School Staff Survey 94%	2026-2027 CA School Staff Survey 95%	Difference between current and baseline for 2025 is +5%

11	CA School Staff Survey Measured by the average percentage of teachers responding strongly agree or agree that this school is a supportive and inviting place for students to learn. Source: CA School Staff Survey Table A6.2 or A5.2	2022-2023 CA School Staff Survey 94%	2024-2025 CA School Staff Survey 94%	2025-2026 CA School Staff Survey 96%	2026-2027 CA School Staff Survey 95%	Difference between current and baseline for 2025 is a +2%
12	CDE CALPADS Middle School Dropout Rate Source: CDE CALPADS Fall 1 Report 8.1c	2022-2023 CDE CALPADS Fall 1 Report 8.1c 0%	2023-2024 CDE CALPADS Fall 1 Report 8.1c 0.3% or 6/1504	2024-2025 CDE CALPADS Fall 1 Report 8.1c 0.4% or 6/1421	2025-2026 CDE CALPADS Fall 1 Report 8.1c 0%	Difference between current and baseline for 2025 is a +0.4%
13	CDE DataQuest Expulsion Rate Source: CDE DataQuest	2022-2023 CDE DataQuest 0.03%	2023-2024 CDE DataQuest 0%	2024-2025 CDE DataQuest 0%	2025-2026 CDE CDE DataQuest 0%	Difference between baseline and current year results -0.03%.

Goal Analysis for 2025-2026

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

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

Six out of six actions in Goal 2 were fully implemented to address the needs of English learners, low-income students, foster youth, and students experiencing homelessness. Implementation of these actions contributed to positive outcomes in several key areas. Chronic absenteeism among TK–8th grade students declined significantly from the 2023 baseline, including decreases for All Students (-10.2%), English Learners (-10.0%), Students Experiencing Homelessness (-8.5%), and Socioeconomically Disadvantaged Students (-10.2%). Additionally, dropout rates improved from the 2023 baseline, with declines for All Students (-4.4%), English Learners (-16.9%), Foster Youth (-8.3%), and Students Experiencing Homelessness (-1.7%).

Despite these successes, challenges remain. Foster Youth experienced a 6.6% increase in chronic absenteeism. Suspension rates showed only modest declines for All Students (-0.6%), English Learners (-0.3%), Socioeconomically Disadvantaged Students (-0.3%), and Students with Disabilities (-1.0%), while suspension rates increased for Foster Youth (+8.0%) and Students Experiencing Homelessness (+1.5%). In response to these findings, both comprehensive high schools, along with support from the District, implemented the RISE (Restorative Intervention, Support, & Encouragement) during the 2025–2026 school year. RISE provides an alternative to suspension through academic monitoring, restorative practices, social-emotional learning, behavior coaching, and reentry support, helping students build skills and remain connected to school. An additional area for continued focus is improving perceptions of safety among 7th-grade students, where survey results showed no increase from the prior year.

Action 2.1: Implementation was carried out as planned, with all six credentialed school nurses, health clerks, and licensed vocational nurses providing comprehensive health services and supports to students throughout the school year. Health Services staff successfully delivered direct care, health education, family outreach, screenings, case management, and referrals while maintaining fully equipped health offices and completing additional training and preparation prior to the start of the school year. No substantive differences occurred between the planned and actual implementation, and the continued coordination of health services helped reduce health-related barriers to learning for low-income students, English learners, and foster youth.

Action 2.2: The action was fully implemented as planned, with the Director of Student Services, Psychologist on Special Assignment, and school psychologists providing direct support to staff, students, and families throughout the school year. Trauma-informed practices, restorative approaches, on-site counseling, mental health referrals, and Multi-Tiered System of Supports (MTSS) were implemented to address the behavioral, social-emotional, and mental health needs of low-income students and foster youth. While implementation was successful overall, a challenge was that schools are at varying stages of MTSS implementation, resulting in differences in the consistency and depth of supports across sites and highlighting the need for continued professional learning and systems development.

Action 2.3: The action was fully implemented as planned, with campus security aides, playground and noon supervisors, and crossing guards providing consistent supervision and support to promote safe and positive school environments. These staff members helped reduce unsafe behaviors, increase student engagement, and provide targeted support for low-income students, English learners, and foster youth, while ensuring equitable access to safe routes to school at high-need sites. A key success was an increase in the percentage of students reporting that they feel safe at school on student climate surveys. A continuing challenge was maintaining consistent coverage during staff vacancies, promotions, illnesses, leaves of absence, and vacation periods, which occasionally required temporary reassignments or substitute coverage.

Action 2.4: The action was fully implemented as planned by providing supplemental emergency supplies beyond the base program to ensure low-income students, English learners, and foster youth had equitable access to essential items needed to participate fully in school. Implementation occurred as intended throughout the year, supporting student well-being and ensuring that immediate needs could be addressed promptly.

Action 2.5: The action was fully implemented in accordance with Board Policy by providing supplemental home-to-school transportation services beyond the base program for eligible low-income students. Transportation support increased equitable access to school for families with limited transportation options and helped reduce barriers to regular attendance.

Action 2.6: The action was fully implemented as planned by providing supplemental resources that expanded equitable access to instrumental music, visual and performing arts, and extracurricular physical fitness programs for low-income students, English learners, and foster youth. Supplemental funding supported equipment, uniforms, transportation, facility improvements, athletic trainers, and staff stipends, ensuring students had opportunities to participate in enriching academic and extracurricular experiences beyond the base program. A key success was increased student participation and engagement in arts, athletics, and extracurricular activities, contributing to stronger school connectedness and a more well-rounded educational experience.

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.

No material differences.

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

Action 2.1, Student Wellness; Action 2.2, Social-Emotional Support for the Whole Child; and Action 2.6, Beyond the Classroom were effective in supporting students' physical and social-emotional well-being. Evidence of effectiveness is reflected in improved attendance outcomes, as chronic absenteeism among TK –8 students declined significantly from the 2023 baseline, including decreases for All Students (-10.2%), English Learners (-10.0%), Students Experiencing Homelessness (-8.5%), and Socioeconomically Disadvantaged Students (-10.2%). Foster Youth demonstrated an increase of +1.40%. Chronic absenteeism data from the California School Dashboard reflects students in grades TK–8. For Foster Youth, 13 of 42 students were identified as chronically absent, compared to 6 of 41 students in the prior year. Due to the small subgroup size, year-to-year changes should be interpreted with caution, as the attendance status of a limited number of students can significantly impact overall percentages.

Action 2.3, Equity in School Safety for Vulnerable Youth; Action 2.4, Supplemental Emergency Supplies; and Action 2.5, Home-to-School Safety were effective in improving students' perceptions of safety and school climate. Creating a safe, supportive, and welcoming school environment is closely linked to improved attendance outcomes, as students are more likely to attend school consistently when they feel physically and emotionally safe, connected, and valued. Strengthening school climate and student belonging helps reduce barriers to attendance, which in turn contributes to improvements in chronic absenteeism rates over time. The decreases in chronic absenteeism rates noted in the previous paragraph support the effectiveness of current strategies for socioeconomically disadvantaged students, English learners, and foster youth. These improvements suggest that efforts to strengthen school climate, student engagement, and targeted supports are contributing to increased attendance and reduced barriers to consistent school participation.

Another tool for evidence of effectiveness is reflected in the most recent California Healthy Kids Survey, which showed increases in the percentage of students reporting that they feel safe at school all or most of the time, including surveyed 5th graders (+7%), 9th graders (+16%), and 11th graders (+12%). These results indicate continued progress in creating safe, supportive learning environments for students.

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

Action 2.2 will include State local funding.

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	Student Wellness	Above the base, school nurses are critical components of the district's student health services. Health services staff play a vital role in supporting low-income students, English learners, and foster youth. School nurses respond to immediate health needs and lead efforts to connect families with free or low-cost care, including on-campus vision, hearing, and dental screenings. They provide health education and outreach, helping families navigate the U.S. healthcare and school systems—especially families of English learners. Foster youth benefit from staff trained to recognize signs of abuse. These services promote wellness and remove health-related barriers to learning. School nurses address the physical needs of low-income students, often not seen by a medical care professional. Students are supported in their learning process through education and wellness promotion. Health Services staff providing services to low-income students, English learners, and foster youth include: • Six credentialed school nurses. • Two eight-hour, eleven-month health clerks or LVNs at the comprehensive high schools. • Thirteen 180-day health clerks or licensed vocational nurses assigned to elementary and middle schools. • Supplies for school health offices. • Additional hours are required for school nurses and the health office to train and prepare for the school opening.	$2,612,388.00	Yes
2	Social Emotional Support for the Whole Student	Director of Student Services, Psychologist on Special Assignment, and psychologists to provide direct support to staff and families of low-income and foster youth, above the base. Services for foster youth will include resources and support for foster youth in the form of trauma-informed training, contracting with mental health agencies to provide on-site counseling and referrals, and ensuring schools provide a positive school culture and safe learning environment. For low-income students, the Director of Student Services will work with schools to implement a multi-tiered system of support to address the behavioral and social-emotional needs of low-income students. Staff will focus on developing and implementing a restorative justice framework that educators can use to create safe, supportive spaces for low-income and foster youth in our schools.	$3,220,731.00	Yes
3	Equity in School Safety for Vulnerable Youth	The presence of campus security aides at secondary schools significantly lower the pupil-to-adult ratio. At elementary schools, playground and noon supervisors offer consistent monitoring to address unsafe behavior and support a safe environment for low-income students and support for newcomer English learners. Staff serve as critical supports for foster youth—helping to reduce discipline incidents, increase engagement, and foster a sense of safety and trust. Additionally, crossing guards are assigned to high-need sites serving low-income communities to ensure equitable access to safe routes to school.	$3,553,656.00	Yes
4	Supplemental Emergency Supplies	Provide supplemental emergency supplies beyond those funded through the base program to ensure equitable access for unduplicated student groups, including low-income students, foster youth, and English learners.	$706,500.00	Yes

5	Home to School Safety	Per board policy, supplement home-to-school transportation services for low-income students above the base for safe access to school. Additional access is provided for low-income families without means of transportation. The most recent reporting on chronic absenteeism rates for all students was higher than the state.	$4,822,677.00	Yes
6	Beyond the Classroom	Student engagement is an essential link to school connectedness and increased student achievement. Increase supplemental resources to continue to provide equitable access to instrumental music and visual and performing arts programs for low-income, English-learning, and foster youth, as defined as a broad course study in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220. Supplemental resources include after-school/extracurricular physical fitness programs. These resources, which go above and beyond the standard provisions, include equipment, field/facilities improvement, uniforms, athletic trainers, transportation, and staff stipends. They are designed to ensure equitable opportunities for underserved low-income English Learners, foster youth, and educate the total student.	$3,480,559.00	Yes

Goal

Goal #	Description	Type of Goal
3	Promote a culture of collaboration by strengthening and increasing partnerships and effective communication systems amongst all educational partners.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

Based on the 2023 CA School Dashboard: Goal 3 builds upon the Baldwin Park Unified School District's focus on collaboration, strengthening, and building partnerships among all educational partners to benefit ALL students.

The 2023 CA School Dashboard includes a concise set of state and local indicators founded on the Local Control Funding Formula (LCFF) priorities but aligned to the measures required under the Every Student Succeeds Act (ESSA). Local indicators are those LCFF priorities for which no state-level data is collected. Parent and Family Engagement – Priority 3 is one such area where information is gathered. A self-reflection tool was administered as a conversation starter with a focus group representing student groups within the district to facilitate a deeper understanding of this priority. Statements were read, examples were provided, and focus group members were asked to rate the district's current stage of implementation in each of the 12 practices using the following scale: 1 – Exploration and Research, 2 – Beginning Development, 3 – Initial Implementation, 4 – Full Implementation, or 5 – Full Implementation and Sustainability.

Based on educational partners discussions during the focus group exercise, the district established two focus areas for improvement and building partnerships for positive student outcomes. The first area is to increase services in providing families with information and resources to support student learning and development in the home, and the second area is to increase in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. Actions in Goal 3 are designed to support this work.

Measuring and Reporting Results

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

1	BPUSD LCAP Survey Source: LCAP Parent Survey	2025 BPUSD Partner Survey Replaces LCAP Survey Question 2 "The District prepares students for college and/or career readiness." Very Well or Well 86% Poor or Very Poorly 14% Number of families responding: 593	2025 BPUSD Partner Survey Replaces LCAP Survey Change in survey: "The District prepares students for college and/or career readiness." Very Well or Well 86% Poor or Very Poorly 14% Number of families responding: 781	2026 BPUSD Partner Survey Replaces LCAP Survey Change in survey: "The District prepares students for college and/or career readiness." Very Well or Well 91.4% Poor or Very Poorly 8.6%	2027 BPUSD Partner Survey "The District prepares students for college and/or career readiness." Very Well or Well 95% Poor or Very Poorly 5% Number of families responding: 900	Difference between current and baseline for 2025 is a +2%
2	BPUSD LCAP Survey Source: LCAP Parent Survey	2025 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 5 – Full Implementation and Sustainability 90% 4 – Full Implementation 10% 3 – Initial Implementation 0% 2 – Beginning Development 0%	2025 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 5 – Full Implementation and Sustainability 90% 4 – Full Implementation 10% 3 – Initial Implementation 0% 2 – Beginning Development 0%	2026 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 5 – Full Implementation and Sustainability 30% 4 – Full Implementation 55% 3 – Initial Implementation 10% 2 – Beginning Development 5% 1 – Exploration and Research 0%	District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 5 – Full Implementation and Sustainability 100% 4 – Full Implementation 10% 3 – Initial Implementation 0% 2 – Beginning Development 0% 1 – Exploration and Research 0%	5 – Full Implementation and Sustainability - Not available due to transition to new survey. 4 – Full Implementation - Not available due to transition to new survey. 3 – Initial Implementation - Not available due to transition to new survey. 2 – Beginning Development - Not available due to transition to new survey. 1 – Exploration and Research - Not available due to transition to new survey.

		1 – Exploration and Research 0%	1 – Exploration and Research 0% Ninety percent of parent representatives rated the LEA at Full Implementation and Sustainability in its progress toward developing staff capacity—including administrators, teachers, and classified staff—to build trusting and respectful relationships with families.			
3	BPUSD LCAP Survey Source: LCAP Parent Survey	LCAP Survey was replaced with West Ed CA School Parent Survey 2025 California School Parent Survey "This school is a safe place for my child." 91% of respondents strongly agreed or agreed 5% Disagreed 1% Strongly disagreed 4% Did not know	LCAP Survey was replaced with West Ed CA School Parent Survey 2025 California School Parent Survey "This school is a safe place for my child." 91% of respondents strongly agreed or agreed 5% Disagreed 1% Strongly disagreed 4% Did not know	LCAP Survey was replaced with West Ed CA School Parent Survey 2026 California School Parent Survey "This school is a safe place for my child." 93% of respondents strongly agreed or agreed 5% Disagreed or Strongly disagreed 1% Did not know	2027 California School Parent Survey "This school is a safe place for my child." 95% of respondents strongly agreed or agreed 5% Disagreed 0% Strongly disagreed 0% Did not know	Current Difference from Baseline is +11.3%

4	BPUSD LCAP Survey Source: LCAP Parent Survey	2024 LCAP Parent Survey Increase the number of families responding to the LCAP Survey by 10% annually. 593 families responded to the 2024 survey.	2025 BPUSD Partner Survey Replaces LCAP Survey Number of families responding: 781	2026 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5 – Full Implementation and Sustainability 30% 4 – Full Implementation 55% 3 – Initial Implementation 10% 2 – Beginning Development 5% 1 – Exploration and Research 0%	For the 2027 BPUSD Partner Survey, 800 families will participate.	5 – Full Implementation and Sustainability - Not available due to transition to new survey. 4 – Full Implementation - Not available due to transition to new survey. 3 – Initial Implementation - Not available due to transition to new survey. 2 – Beginning Development - Not available due to transition to new survey. 1 – Exploration and Research - Not available due to transition to new survey.

5	CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. Source: CDE Local Indicator tool for Priority 3 - Parent and Family Engagement	CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5 – Full Implementation and Sustainability 80% 4 – Full Implementation 0% 3 – Initial Implementation 10% 2 – Beginning Development 10% 1 – Exploration and Research 0%	2025 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5 – Full Implementation and Sustainability 80% 4 – Full Implementation 0% 3 – Initial Implementation 10% 2 – Beginning Development 10% 1 – Exploration and Research 0%	2026 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5 – Full Implementation and Sustainability 30% 4 – Full Implementation 55% 3 – Initial Implementation 10% 2 – Beginning Development 5% 1 – Exploration and Research 0%	CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5 – Full Implementation and Sustainability 95% 4 – Full Implementation 5% 3 – Initial Implementation 0% 2 – Beginning Development 10% 1 – Exploration and Research 0%	Compared to the baseline, ratings shifted from Level 5 (Full Implementation and Sustainability) to Level 4 (Full Implementation). While Level 5 decreased from 80% to 30%, Level 4 increased from 0% to 55%. Overall, implementation remains strong, with 85% of indicators rated at Levels 4 or 5.

6	CDE Local Indicator Tool for Priority 3 – Parent and Family Engagement Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Source: CDE Local Indicator Priority 3 Tool	CDE Local Indicator Tool for Priority 3 – Parent and Family Engagement Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 5-Full Implementation and Sustainability 80% 4-Full implementation 0% 3-Initial Implementation 10% 2-Beginning Development 10% 1-Exploration and Research 0%	2025 CDE Local Indicator Tool for Priority 3 – Parent and Family Engagement Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 5-Full Implementation and Sustainability 80% 4-Full implementation 0% 3-Initial Implementation 10% 2-Beginning Development 10% 1-Exploration and Research 0%	2026 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making. 5 – Full Implementation and Sustainability 30% 4 – Full Implementation 55% 3 – Initial Implementation 10% 2 – Beginning Development 5% 1 – Exploration and Research 0%	2027 CDE Local Indicator Tool for Priority 3 – Parent and Family Engagement Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 5-Full Implementation and Sustainability 90% 4-Full implementation 10% 3-Initial Implementation 0% 2-Beginning Development 0% 1-Exploration and Research 0%	Compared to the baseline, ratings shifted from Level 5 (Full Implementation and Sustainability) to Level 4 (Full Implementation). While Level 5 decreased from 80% to 30%, Level 4 increased from 0% to 55%. Overall, implementation remains strong, with 85% of indicators rated at Levels 4 or 5.

Goal Analysis for 2025-2026

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

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

All five actions in Goal 3 were fully implemented to address the needs of low-income students, foster youth, students experiencing homelessness, and English learners. School Community Liaisons strengthened communication between schools and families, increased engagement, and connected families of socioeconomically disadvantaged, English learners, and foster youth to critical academic and support services, supporting improved student attendance and achievement. Foster youth families were first connected to school-based support through school community liaisons assigned at each school site. These liaisons provided families with information, resources, and direct support to ensure access to academic, attendance, and wraparound services.

Feedback from parent representatives across all school sites, representing socioeconomically disadvantaged students, English learners, and foster youth, is regularly shared throughout the school year with the Superintendent during the District Advisory Council meetings. Recently, parents highlighted improvements in district communication efforts, including the use of the dial-up notification system, social media, and timely information releases, as positive steps in strengthening family engagement and access to information.

Parent engagement continues to be affected by factors such as family work schedules, transportation and childcare needs, language barriers, and access to technology. Despite these challenges, the District remains committed to strengthening family engagement and school-home partnerships.

Through educational partner focus group discussions, the District identified two key areas for continued improvement: (1) increasing access to information and resources that help families support student learning and development at home, and (2) expanding opportunities for families, teachers, principals, and district administrators to collaborate in planning, designing, implementing, and evaluating family engagement activities at both the school and district levels.

The actions within Goal 3 are designed to support these priorities. Schools have implemented a variety of successful family engagement activities, and the District will continue building on these efforts to promote positive student outcomes.

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

The District observed a material difference in expenditures for Action 3.4, Parent, Family, and Community Engagement Activities. These differences occurred because districtwide events, including the College and Career Fair, 2026 Showcase, and Mental Health Fair, were redesigned to better align with the needs and interests of families. These enhancements resulted in increased overall costs associated with planning and implementing the events.

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

Action 3.1: The action has been effective in strengthening home-to-school connections by increasing family engagement, improving communication, and providing targeted outreach to low-income students, English learners, and foster youth. School Community Liaisons facilitated parent workshops, translated communications, connected families with community resources, and conducted outreach to families of low income, foster youth, and English learners.

Action 3.2: The action has been effective in increasing communication and stakeholder engagement by providing timely, accessible, and multilingual information to low-income families, English learners, and foster youth through online platforms, social media, ParentSquare, and printed materials. The Public Information Officer supported consistent and culturally responsive messaging, while District School Leadership Team meetings, student-led conferences, and student representation on the Board of Education ensured that family and student voices informed the development and monitoring of the LCAP.

Action 3.3: The action has been effective in increasing family engagement by providing district translation and interpretation services that enable parents of English learners to actively participate in their child's education and school activities. Free translation services helped remove language barriers for low-income families, ensuring equitable access to school communications, meetings, and educational resources. The effectiveness of this action is reflected in increased parent engagement, with LCAP Partner Survey parent participation increasing from 593 to 781 responses, demonstrating improved access to and participation in district and school communication opportunities.

Action 3.4: The action has been effective in strengthening partnerships among schools, families, and the community by providing districtwide events, showcases, a college fair, and workshops focused on attendance, wellness, and student achievement. These events increased access to educational resources and community services for low-income students, English learners, and foster youth while creating meaningful opportunities for family engagement.

Action 3.5: The action has been effective in reducing barriers to family involvement by providing volunteer tools, free fingerprinting services for eligible low-income and foster families, and translation services to assist parents of English learners with the volunteer process. These supports increased equitable access to volunteer opportunities and encouraged greater family participation in school activities.

The effectiveness of Actions 3.1 through 3.5 is demonstrated through their coordinated approach to strengthening home-to-school partnerships by expanding family outreach, improving multilingual communication, increasing volunteer opportunities, providing translation and interpretation services, and engaging families through district events and the LCAP development process. Collectively, these actions effectively increased family engagement and school connectedness. Increased school connectedness and family engagement are associated with improved student attendance, as students and families who feel connected to their schools are more likely to attend regularly and access available supports. The effectiveness of these coordinated efforts is further reflected in student outcomes, with chronic absenteeism declining for low-income students from 21.1% to 18.7% and for English learners from 18.1% to 14.5%. Improvement has also been noted among foster youth; however, because of the district's small foster youth population, annual rates can fluctuate considerably with changes affecting only a few students.

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

Changes for 2025-2026 included the creation of a Superintendent's Student Advisory Committee, implementation of the BPUSD Partner Survey, and development of a high school student survey to strengthen student and family voice. The survey was updated to allow analysis of feedback from unduplicated student groups while maintaining confidentiality. Survey metrics were revised, with 2025 established as the new baseline year. Additional efforts were added to increase volunteer participation among low-income and English learner families, and parent decision-making was included as a family engagement measure.

Continue to refine parent engagement opportunities by redesigning events such as the districtwide College and Career Fair to increase attendance and improve access to resources. Measure participant satisfaction through post-event surveys. Continue providing professional development for staff on topics including trauma-informed practices, foster youth educational rights, and strategies to improve student attendance, engagement, and school connectedness.

Use of the word stakeholders in Goal 3 was changed to educational partners.

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	Home-School Connectedness	Home-to-school connectedness is essential to student achievement. To strengthen this connection, school community liaisons will continue to be supported at all sites as vital resources for low-income and foster youth students and families. These liaisons provide essential services such as facilitating parent workshops, conducting outreach to families of chronically absent students, and serving as a crucial bridge between the school and home. School community liaisons translating services is valuable for parents of English learners (ELs) in fostering school connectedness and understanding school policies, expectations, and events.	$1,472,404.00	Yes
2	Parental Involvement and Family Engagement Communication Tools	Provide communication services to benefit low-income families, English learners, and foster youth by ensuring timely, clear, and accessible information across multiple platforms. By using online portals, social media, and traditional flyers, the district reaches families with varying levels of technological access and language proficiency. The Public Information Officer helps tailor messaging to be consistent and culturally relevant, making it easier for low income, foster youth and English learner families to engage with school activities, resources, and supports. Continue the District School Leadership Team meetings to monitor and revise the Local Control Accountability Plan, LCAP. The district has student-led conferences at the secondary level and a voting student representative on the school board. Explore facilitating student focus groups to add another means of student voice to developing the LCAP.	$769,062.00	Yes
3	Translation and Interpretation Services	Provide a district translator to offer parents of English learners the opportunity to actively engage in their child's learning. These translation services will be provided free of charge to low-income families to ensure equitable access and meaningful participation.	$134,201.00	Yes

		Support for translation and interpretation support as a means to engage and connect families as educational partners for low incidence languages below 15% within the school's population will be provided when available. (i.e. sign language, Asian languages, etc.)		
4	Parent, Family, and Community Engagement Activities	Schools, parents, and the community must actively engage to continue to promote student achievement and the importance of regular attendance, wellness, and learning for all students. Community events are a platform that actively involves parents and engages community resources. The continued collaboration with educational partners, the community, and government officials is instrumental in conducting district-wide events such as showcases and a college fair. Provide workshops during the events designed to meet the needs of low-income English learners and foster youth.	$109,926.00	Yes
5	Parent, Family, and Community Engagement Tools	Provide access to volunteer tools to streamline the process of getting parents of English learners and low-income students into the school to volunteer. For example, fingerprinting services provided free of charge for low income and foster youth families. Translator services available to explain the process to parents of English learners.	$41,100.00	Yes

Goal

Goal #	Description	Type of Goal
4	North Park Continuation School has been identified for a second consecutive year for Equity Multiplier funding due to continued high student mobility and a high percentage of socioeconomically disadvantaged students. Additionally, recent data shows an increase in suspension rates among key student groups performing in the "Very Low" category on the California School Dashboard, particularly in mathematics, suspension, and college/career readiness. By June 2027, North Park Continuation School will implement a comprehensive Multi-Tiered System of Supports (MTSS), including restorative practices, targeted academic interventions, expanded social-emotional supports, and strengthened family engagement, to improve outcomes for high-need student groups. As a result, suspension rates will decrease for all student groups, particularly those currently in the “Very Low” performance category on the California School Dashboard, and academic performance in mathematics and college/career readiness indicators will improve, as measured by increased Dashboard performance levels and reduced equity gaps for Socioeconomically Disadvantaged students and high-mobility students. Other key strategies will include staff professional development and coaching, increased access to social services, online tutoring, and parent engagement activities. These comprehensive supports are designed to close equity gaps, improve school climate, and ensure all students are supported in reaching their academic and postsecondary goals.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 6, 8

An explanation of why the LEA has developed this goal.

Based on the 2024 California School Dashboard, Goal 4 was developed in collaboration with North Park Continuation High School’s Leadership Team following a thorough review of performance data. The results—identified as “Very Low” in key areas—played a critical role in shaping the focus of Goal 4. These areas included the Smarter Balanced Summative Mathematics and English language arts assessments results for 11th-grade socioeconomically disadvantaged students, the suspension rate increases in 6 out of the 8 student groups, and the College/Career Indicator (CCI) for all students, including homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic subgroups. Following this analysis, the North Park Continuation High School Site Council—composed of teachers, parents, students, and the site principal—reviewed and provided input on the goal, associated metrics, proposed actions, and budget. Their involvement highlighted the essential role of educational partner engagement in driving continuous

improvement and equity-focused strategies.

Based on analysis of the California School Dashboard 2025 data, Goal 4, was rewritten as a SMART goal to address persistent performance gaps in academic achievement, suspension rates, and college and career readiness among identified student groups. CA School Dashboard results indicate very low performance in English Language Arts (ELA), with all students scoring -153.8 points below standard overall, including English learners (-147), socioeconomically disadvantaged students (-152.2), students with disabilities (-201.6), and Hispanic students (-151.8).

Mathematics results reflected even greater needs, with all students performing -223.8 points below standard, including English learners (-228.1), socioeconomically disadvantaged students (-221.2), students with disabilities (-251.5), and Hispanic students (-222.3).

College/Career Indicator results demonstrated continued challenges in student engagement and postsecondary readiness, with only 1% of all students meeting College/Career readiness measures and lower outcomes for students experiencing homelessness (0.0%) and Hispanic students (1.1%).

The suspension rate for all students increased from 14.9% (56 of 376 students) to 16.2% (46 of 284 students). Among low-income students, the suspension rate increased from 15.2% (56 of 362 students) to 17.1% (45 of 263 students). The suspension rate for English learners increased from 15.4% (8 of 52 students) to 19.5% (8 of 41 students). For students experiencing homelessness, the rate increased from 4.2% (1 of 24 students) to 12.0% (3 of 25 students). The foster youth suspension rate increased from 24.0% (6 of 25 students) to 38.9% (7 of 18 students).

Although the number of students suspended decreased for several groups, overall student enrollment also declined. As a result, suspension rates increased because the percentage of students suspended represents a larger proportion of a smaller student population. These results underscore the importance of interpreting both the percentage and the underlying student counts when analyzing suspension trends and identifying areas for targeted intervention.

District staff collaborated with North Park Continuation High School leadership to support implementation of LCAP Goal 4, Equity Multiplier. Through staff input and collaboration, an athletics program was launched for the first time at a BPUSD continuation high school to increase student engagement, attendance, and assignment completion by strengthening school connectedness and participation in school activities.

Equity Multiplier funding was reviewed through School Site Council meetings that included parents, students, teachers, the principal, and other staff, meeting required composition guidelines. Input from educational partners is essential to implementation, ensuring plans reflect the needs of the school community and are responsive, inclusive, and informed by student and family perspectives.

Measuring and Reporting Results

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

1	CA School Dashboard Mathematics Academic Indicator Distance from Standard (DFS) Includes results Smarter Balanced Mathematics Summative Assessment in Grade 11 Source: caschooldashboard.org	2023 CA School Dashboard All -203.5 English Learners -245.3 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -204.7 Students with Disabilities -275.2 African American * Asian * Hispanic -204 White * *Not provided on CA Dashboard	2024 CA School Dashboard All -233.7 English Learners -265.6 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -237.5 Students with Disabilities * African American * Asian * Hispanic -235.3 White * *Not provided on CA Dashboard	2025 CA School Dashboard All -223.8 English Learners -228.1 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -221.2 Students with Disabilities-251.5 African American * Asian * Hispanic -222.3 White * *Not provided on CA Dashboard	2026 CA School All -180 English Learners -215 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -185 Students with Disabilities -250 African American * Asian * Hispanic -180 White * *Not provided on CA Dashboard	All -20.3 English Learners +17.2 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -16.5 Students with Disabilities +23.7 African American * Asian * Hispanic -18.3 White * *Not provided on CA Dashboard
2	CA School Dashboard Suspension Rate Indicator Represents unduplicated percentage of students suspended at least one full day Source: caschooldashboard.org	2023 CA School Dashboard All 13.7% English Learners 10.3% Long-term English Learners 11.8% Foster Youth 6.7% Homeless 6.7% Socioeconomically Disadvantaged 13.6% Students with Disabilities 20.0% African American * Asian * Hispanic 13.8% White * *Not provided on CA School Dashboard	2024 CA School Dashboard All 14.9% English Learners 15.4% Long-term English Learners 17.4% Foster Youth 24.0% Homeless 4.2% Socioeconomically Disadvantaged 15.2% Students with Disabilities 10.4% African American 25.0% Asian * Hispanic 14.9% White *` *Not provided on CA School Dashboard	2025 CA School Dashboard All 16.2% English Learners 19.5% Long-term English Learners 19.4% Foster Youth 38.9% Homeless 12.0% Socioeconomically Disadvantaged 17.1% Students with Disabilities 16.7% African American * Asian * Hispanic 15.4% White * *Not provided on CA School Dashboard	2026 CA School Dashboard All 12% English Learners 9% Long-term English Learners 10% Foster Youth 5% Homeless 5% Socioeconomically Disadvantaged 11% Students with Disabilities 18% African American * Asian * Hispanic 11% White * *Not provided on CA School Dashboard	All +2.5 English Learners +9.2 Long-term English Learners +7.6 Foster Youth +32.2 Homeless +5.3 Socioeconomically Disadvantaged +3.5 Students with Disabilities -3.3 African American * Asian * Hispanic +1.6 White * *Not provided on CA School Dashboard

3	CA School Dashboard College/Career Indicator Represents the percentage of high school graduates who are prepared for college or a career Source: caschooldashboard.org	2023 CA School Dashboard All Students 4.5% Homeless 4.3% Socioeconomically Disadvantaged 4.6% Students with Disabilities 2.6% Hispanic 4.8%	2024 CA School Dashboard All Students 3.4% Homeless 4.3% Socioeconomically Disadvantaged 3.4% Students with Disabilities 0.0% Hispanic 3.6%	2025 CA School Dashboard All Students 1.0% Homeless 0.0% Socioeconomically Disadvantaged 1.0% Students with Disabilities 0.0% Hispanic 1.1%	2026 CA School Dashboard All Students 12% Homeless 12% Socioeconomically Disadvantaged 12% Students with Disabilities 10% Hispanic 12%	All Students -3.5% Homeless -4.3%% Socioeconomically Disadvantaged -3.6%% Students with Disabilities -2.6%% Hispanic -3.7%%
4	CA School Dashboard ELA Academic Indicator Distance from Standard (DFS) Includes results Smarter Balanced ELA Summative Assessment in Grade 11 Source: caschooldashboard.org	2023 CA School Dashboard All -80.8 English Learners -134.8 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -85 Students with Disabilities -173.8 African American * Asian * Hispanic -84.1 White * *Not provided on CA School Dashboard	2024 CA School Dashboard All -83.8 English Learners -149.1 Long-term English Learners * Foster Youth * Homeless -85.4 Socioeconomically Disadvantaged -84.4 Students with Disabilities -201.6 African American * Asian * Hispanic -85.4 White * *Not provided on CA School Dashboard	2025 CA School Dashboard All -153.8 English Learners -147 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -152.2 Students with Disabilities -201.6 African American * Asian * Hispanic -151.8 White * *Not provided on CA School Dashboard	2026 CA School Dashboard All -75 English Learners -100 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -75 Students with Disabilities -150 African American * Asian * Hispanic -75 White * *Not provided on CA School Dashboard	All -73 English Learners -12.2 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -67.2 Students with Disabilities -27.8 African American * Asian * Hispanic -67.7 White * *Not provided on CA School Dashboard

5	CA School Dashboard CAST Science Points (1 -100)) Includes results CAST Assessment in Grade 11 Source: caschooldashboard.org	2023 CA School Dashboard *Not provided on CA School Dashboard	2024 CA School Dashboard All 34.5 English Learners 31.9 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged 34.3 Students with Disabilities 31.2 African American * Asian * Hispanic 34.2 White * *Not provided on CA Dashboard	2025 CA School Dashboard All 31.6 English Learners 31.5 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged 31.3 Students with Disabilities 25.5 African American * Asian * Hispanic 31.6 White * *Not provided on CA Dashboard	2026 CA School Dashboard All 40 English Learners 35 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged 40 Students with Disabilities 35 African American * Asian * Hispanic 40 White * *Not provided on CA Dashboard	All -2.9 English Learners -0.4 Long-term English Learners * Foster Youth * Homeless * Socioeconomically Disadvantaged -3 Students with Disabilities -5.7 African American * Asian * Hispanic -2.6 White * *Not provided on CA Dashboard

Goal Analysis for 2025-2026

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

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

One out of four actions in Goal 4 were fully implemented and three were partially implemented.

Action 4.1 partially implemented during the school year. The school provided professional development opportunities focused on restorative practices; however, not all planned training and coaching sessions were completed due to limited professional development time.

A key success was Action 4.2, Social Services Support. Full implementation included utilization of school social work services during 2025–2026 demonstrated a significant need for expanded mental health and social-emotional supports for students. A total of 54 students received short-term or ongoing counseling services, in addition to participation in restorative circles, student support groups, and family outreach efforts.

Given the growing demand and the positive impact on student well-being, school climate, and engagement, the school plans to increase social work support from part-time to full-time beginning in the 2026–2027 school year. Prior to the start of the school year, clear goals will be established for the social worker services to expand service capacity, including increasing the number of students served, broadening access to counseling and group supports, strengthening family engagement, and enhancing implementation of restorative practices. This increased capacity will allow for more consistent support, earlier intervention, and improved access to mental health services for students and families. Staff survey results also indicated strong agreement that a full-time position would significantly strengthen student support services and overall program effectiveness.

Action 4.3 was partially implemented during the school year. The school provided students with access to online learning resources designed to support individual learning styles, offer flexible opportunities for academic practice, and reinforce mathematics skills. These resources were made available to all students, with intervention staff prioritizing support for socioeconomically disadvantaged students in mathematics.
The planned implementation of online tutoring and/or E-Study Hall was not fully realized. Instead, the school focused on providing online instructional resources that students could access independently. Challenges such as staffing, scheduling, and the availability of personnel to supervise or facilitate online tutoring limited the school's ability to implement the full scope of the action as originally planned.
Despite these challenges, the online resources expanded students' access to supplemental academic support beyond the regular instructional day and provided additional opportunities for practice and skill development. The school will continue to explore opportunities to expand these supports to include more structured online tutoring or E-Study Hall services in the future.
Action 4.4 was partially implemented during the school year. The school social worker played a key role in building relationships with families by providing ongoing outreach, connecting families with available resources, and offering individualized support to address student and family needs.
While efforts were made to engage families and provide information regarding available supports, planned workshops, seminars, and college and career-focused activities was not implemented as originally planned. Scheduling constraints, competing priorities, and family participation limited the school's ability to offer the full range of engagement opportunities.
Despite these challenges, the school social worker's efforts strengthened communication and trust between the school and families, increased awareness of available services, and provided meaningful support to students and their families. The school will continue to expand family engagement opportunities to include additional workshops and resources that support college, career, and post-secondary planning for all students, with particular attention to students with disabilities, students experiencing homelessness, socioeconomically disadvantaged students, and Hispanic students.

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

During the first year, expenditures were lower than anticipated as planning efforts, program development, and a transition in administration took priority. As a result, funds were carried forward to support full implementation in subsequent years. The District will continue to support the North Park site in developing and implementing plans, informed by input from students, families, staff, and other educational partners, that improve outcomes for its highest-need student groups through evidence-based services and supports that increase academic achievement, engagement, attendance, and school connectedness, while reducing disparities and ensuring equitable access to opportunities for success.

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

Action 4.1, Professional Development and Coaching, was partially implemented. The school prioritized professional learning opportunities that addressed the needs of its highest-need student populations while balancing instructional time and other site priorities. In addition, releasing teachers for professional development required substitute coverage, and excessive teacher absences were carefully avoided to minimize disruptions to student learning. As a result, some planned professional development activities were postponed or reduced.

Action 4.2 effectiveness was mixed. Social services support provided individualized and small-group crisis intervention, conflict resolution, behavioral supports, and collaboration with staff to address factors affecting student performance and behavior. Students with disabilities identified for suspension were prioritized for services.

Suspension data indicate that suspension rates increased across several student groups. The suspension rate for all students increased from 14.9% (56 of 376 students) to 16.2% (46 of 284 students). Suspension rates also increased for low-income students (15.2% to 17.1%), English learners (15.4% to 19.5%), students experiencing homelessness (4.2% to 12.0%), and foster youth (24.0% to 38.9%).

While these percentage increases suggest that additional efforts are needed to improve student behavior and reduce suspensions, the actual number of students suspended decreased for several student groups. Overall enrollment also declined, resulting in a higher percentage of students suspended despite fewer total suspensions. These results indicate that the social services provided meaningful support to individual students but were not sufficient to offset the overall increase in suspension rates. The data support the continued need to strengthen targeted interventions, particularly for students with disabilities and other student groups disproportionately affected by suspensions.

Action 4.3, Online Supports, was partially effective in supporting progress toward improved mathematics achievement. While the school did not implement online tutoring or E-Study Hall as originally planned, students were provided with online instructional resources to reinforce classroom learning and support independent practice. Online credit recovery resources Intervention efforts continued to prioritize socioeconomically disadvantaged students in mathematics through access to these supplemental resources.

Student performance on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Mathematics Assessment showed improvement across multiple student groups as measured by average distance from standard (DFS). All students improved from -233.7 to -223.8 average distance from the standard. English learners demonstrated substantial growth, improving from -265.6 to -228.1 average distance from the standard. Low income students improved from -237.5 to -221.5 average distance from the standard, while Hispanic students improved from -235.3 to -222.3 average distance from the standard.

Although the school cannot attribute these gains solely to the availability of online instructional resources, the positive movement in mathematics performance suggests that providing students with access to supplemental learning materials contributed to increased opportunities for practice and skill development. Continued implementation of structured intervention supports, in addition to online resources, will be important to further accelerate mathematics achievement and close remaining achievement gaps.

Action 4.4 was partially effective through strengthened relationships and communication with families. Social worker services provided individualized outreach, connected families with school and community resources, and worked closely with families of students with disabilities and other identified student groups to address barriers to student success. The social worker's direct work with families proved to be an effective strategy for increasing communication, building trust, connecting families to needed services, and fostering stronger home-school partnerships.

Although the school did not implement the full series of planned family workshops, seminars, and college and career engagement activities, the ongoing support provided by the social worker increased family access to services and strengthened partnerships between home and school. Families received assistance navigating available resources and were connected with supports that promoted student engagement, attendance, and overall well-being.

The individualized outreach and support contributed to stronger family-school relationships; however, additional family workshops and structured engagement opportunities are needed to fully achieve the intended outcomes of this action. The school will continue to expand family engagement activities, particularly those focused on college and career

awareness and postsecondary planning for students with disabilities, students experiencing homelessness, low income, and Hispanic students, while continuing to leverage the effectiveness of the school social worker services in engaging and supporting families.

The California School Dashboard Graduation Rate Indicator demonstrates improved outcomes across multiple student groups, indicating that school interventions and targeted supports contributed to more students successfully graduating. All Students and Socioeconomically Disadvantaged students increased their graduation rate from 77.0% to 84.3%, an increase of 7.3 percentage points, resulting in a green performance level with an increase on the California School Dashboard. Students with Disabilities also improved their graduation outcomes, increasing from 80.0% to 84.0% (4.0 percentage points), while Hispanic students increased from 79.3% to 83.3% (4.0 percentage points). The graduation rate data demonstrate that the actions implemented, whether fully or partially, contributed to improved student outcomes and made meaningful progress toward achieving the goal.

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.

North Park Continuation High School has recently implemented, for the first time, an athletics program designed to increase student engagement, school connectedness, and academic motivation. The program offers students opportunities to participate in flag football, softball, basketball, volleyball, and soccer. These athletic activities serve as both enrichment and incentive structures, encouraging students to maintain strong attendance and remain engaged in their academic progress. Students have demonstrated increased school pride through representing North Park in athletic competition, along with improved teamwork skills developed during practice and gameplay. The program has also strengthened students' sense of belonging and connectedness to the school community, as they collaborate with peers, build relationships with coaches, and work toward shared team goals.

North Park Continuation High School will strengthen student connectedness, engagement, and sense of belonging by expanding access to athletics, extracurricular activities, leadership opportunities, and school-wide engagement events. Building on the success of the newly implemented athletics program, the school will continue to provide opportunities that foster school pride, teamwork, positive peer relationships, and academic motivation. Particular attention will be given to increasing participation among low-income students, foster youth, students experiencing homelessness, and English learners by reducing barriers to involvement and providing targeted supports. The expected outcome is an increase in students' perceptions of school connectedness and belonging, as measured by the California Healthy Kids Survey, along with improved attendance, engagement, and participation in school activities.

Changed Action 4.3 from Online Supports to Supports to include to implement targeted strategies that address the needs of high-need student groups by increasing access to resources, supports, and opportunities that promote academic achievement, engagement, and school connectedness. Strategies will be guided by student needs and data and may include enhancements to learning environments, instructional resources, and student supports.

Added student groups as directed to metrics 1 and 2. Added ELA metric. Added CAST metric.

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	Professional Development and Coaching	Professional development and ongoing coaching provided throughout the school year. Topics to be addressed include restorative justice practices, trauma-informed practices, project-based	$150,000.00	No

		learning, and equitable grading practices.		
2	Social Services Support	Social services support to provide individualized or small group crisis intervention, develop intervention strategies to increase academic success, assist with conflict and anger management, and assist staff in understanding factors that may affect student performance and behavior. The school will prioritize services for students with disabilities identified for suspension.	$100,000.00	No
3	Supports	Online tutoring or E-Study Hall will address individual students' learning styles and personal preferences, offer flexible scheduling and access to a wide range of knowledge, and encourage confidence-boosting interactions. Intervention staff will prioritize services for the socioeconomically disadvantaged in mathematics. Implement targeted strategies that address the identified needs of high-need student groups by improving access to resources, supports, and opportunities that promote academic achievement, student engagement, school connectedness, and a positive school climate. Strategies will be informed by student needs and data analysis and may include enhancements to learning environments, instructional resources, student supports, and engagement opportunities.	$100,000.00	No
4	Family and Community Engagement	Family and community engagement activities will address the steps to establish strong relationships with families of students with disabilities. These activities will establish a partnership to provide parents of identified student groups with hands-on workshops, seminars, and ongoing support. Workshops for families and students will include topics on available college and career resources and how to assist all students, homeless, socioeconomically disadvantaged, students with disabilities, and Hispanics in post-secondary choices.	$56,742.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$39,312,255.00	$4,874,104.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.53%	0.00%	$0.00	36.53%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	This action is intentionally designed to meet the specific needs of low-income students, English learners, and foster youth by embedding targeted instructional support at every level—from classroom instruction to site leadership. Curriculum Technology Intervention Coaches (CTICs) provide differentiated professional development and model effective strategies that address language development, learning gaps, and trauma-informed practices. Intervention Teachers on Special Assignment work directly with students to provide individualized support. At the leadership level, Student Achievement Directors and District Teachers on Special Assignment use data to identify trends and ensure resources and instruction are aligned to the needs of these student groups. This layered approach ensures that staff are equipped to implement responsive, equity-focused instruction that directly addresses the barriers that low income, English learners, and foster youth often face. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing targeted instructional support at every level—from classroom instruction to site to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 2	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	This action is specifically designed to meet the unique academic and social-emotional needs of low-income students, English learners, and foster youth through targeted support provided by paraprofessionals and classified staff. Paraprofessionals offer individualized and small-group instruction within the classroom, reinforcing key concepts and providing consistent academic support for foster youth and low-income students who may experience interrupted learning or require reteaching. These staff also assist with digital intervention programs, ensuring students are engaged and supported in mastering foundational skills. Bilingual paraprofessionals deliver essential language support to English learners, helping them access grade-level content while also monitoring their academic progress to ensure timely interventions. English Learner Program Aides (ELPAs) enhance instructional effectiveness by administering and scoring assessments, allowing teachers to tailor instruction based on accurate, real-time data. Paraprofessionals also work alongside Intervention Teachers on Special Assignment to strengthen Tier 2 and Tier 3 supports—particularly important for foster youth and English learners who often need more intensive, individualized attention. Finally, library aides at elementary sites and library technicians at secondary schools increase equitable access to academic resources for low-income students, many of whom lack transportation to city libraries or access to books and technology at home. Collectively, these staff members form a critical layer of support that directly addresses the barriers these students face and promotes greater equity in learning opportunities. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing targeted instructional support at every level—from classroom instruction to site to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 3	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Baldwin Park Unified School District takes a data-driven approach to improving teaching and learning by aligning curriculum, professional development, and supplemental instructional materials with the specific needs identified through student performance data. Curriculum committees regularly review program assessment reports and analyze achievement data—particularly for low-income students, English learners, and foster youth—to identify instructional gaps and prioritize areas for support. Based on these findings, the District develops and refines classroom curriculum, evaluates supplemental instructional materials and programs, and updates key tools such as pacing guides, benchmark assessments, and assessment schedules. Additionally, professional development is strategically planned and implemented to address identified instructional challenges, with a focus on equitable access to standards-based instruction. The acquisition of training materials and supplemental resources is similarly guided by data to ensure that interventions directly target the needs of low-income students, English learners, and foster youth, who require the most support. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing targeted instructional support at every level—from classroom instruction to site to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 4	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Professional development will enhance the knowledge and capacity of certificated and classified staff in serving English learners, low-income students, and foster youth. Two non-student professional development days will be provided for both certificated and classified employees who work directly with these student groups. For 180-day paraprofessionals, training will be scheduled on non-student days to avoid pulling them from classroom instruction. These sessions will focus on strategies to reinforce and support teachers in effectively serving low-income students, English learners, and foster youth. Professional development activities will emphasize evidence-based instructional practices for English learners, as well as strategies to address learning loss among all unduplicated student groups. In addition, targeted sessions will include social-emotional support specifically designed to meet the unique needs of foster youth. Additionally, the district will continue its initiative to support cohorts of teachers in implementing the Science of Reading, a research-based approach grounded in evidence from cognitive science and reading development. This initiative supports improved literacy with a particular focus on closing achievement gaps for English learners and low-income students. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing targeted instructional support at every level—from classroom instruction to site to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 5	As reported on the 2024 CDE DataQuest for the California Science Test (CAST), only 2.36% of English learners, 9.62% of foster youth, and 20.73% of low-income students met or exceeded the standard for science. All three unduplicated student groups in Baldwin Park Unified School District scored below the overall all students rate of 30.7% who met or exceeded the standard for Science on the California Science Test (CAST).	Baldwin Park Unified School District to expand access to high-quality STEM (Science Technology, Engineering and Mathematics) education for low-income students and English learners. This will be implemented through professional development for teachers in Next Generation Science Standards (NGSS) and the use of supplemental materials that support hands-on, language-rich learning experiences for English learners. These efforts ensure equitable access to engaging, real-world STEM instruction that supports college and career readiness for low-income students. Project Lead the Way (PLTW) provides hands-on STEM learning that supports English learners, low-income students, and foster youth by building academic language, offering access to rigorous courses, and engaging students with real-world skills that promote college and career readiness. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access to high quality STEM and PLTW activities to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced California Science Test (CAST) administered to students in 5th, 8th, and once in high school.
Goal 1 Action 6	As reported on the 2024 CA School Dashboard College/Career Levels and Measures Report & Data In Baldwin Park Unified School District, 2024 California School Dashboard data shows that only 57.8% of low-income students, 26.5% of English learners, and 27.8% of foster youth are classified as College/Career Indicator (CCI) prepared or approaching prepared.	Baldwin Park Unified School District provides the Dual Language program, Gifted and Talented Education (GATE), and Advanced Placement (AP) courses to support low-income students and foster youth in preparing for college and careers. The Dual Language program builds bilingual skills and academic achievement, GATE offers advanced curriculum to develop critical thinking and creativity, and AP courses provide rigorous, college-level instruction that promotes college readiness and can reduce higher education costs. Together, these programs create equitable opportunities that empower low income, English learners, and foster youth students to succeed academically and pursue postsecondary success. This action is LEA-wide because it will also serve other student groups, such as long-term English learners and students with disabilities by providing equitable opportunities to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard College/Career Levels and Measures Report. The percentage of graduates who met each of the measures in the College Career Indicator (CCI) - prepared and approaching prepared levels.

Goal 1 Action 7	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Provide a digitally rich and supportive learning environment tailored to low-income students, foster youth, and English learners, particularly those facing academic or behavioral challenges. Alternative educational programs, designed to meet the unique needs of these students. These programs include Digital Learning and Beyond (DLAB) at Vineland and Baldwin Park High Schools, Saturday School, ASAP and ACT programs, intervention and study skills support, reconnecting youth initiatives, summer school for credit-deficient students, and online credit recovery courses. Together, these comprehensive resources ensure all low income, English learners and foster youth have equitable opportunities to succeed and graduate on time. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access to digital resources and programs to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.
Goal 1 Action 8	Dashboard College/Career Levels and Measures Report & Data In Baldwin Park Unified School District, 2024 California School Dashboard data shows that only 57.8% of low-income students, 26.5% of English learners, and 27.8% of foster youth are classified as College/Career Indicator (CCI) prepared or approaching prepared.	Baldwin Park Unified provides focused support for low-income students, English learners, and foster youth through programs like ERWC, which builds critical academic skills, and dual enrollment courses that offer college credit to reduce barriers for low income and English learners. The AVID program develops key success skills with college tutoring, while dedicated counselors prioritize foster youth with personalized guidance, college visits, and scholarship support to promote college and career readiness. This action is school-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access to college and career readiness programs to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard College/Career Levels and Measures Report. The percentage of graduates who met each of the measures in the College Career Indicator (CCI) - prepared and approaching prepared levels.

Goal 1 Action 9	As reported on the 2024 CA School Dashboard College/Career Levels and Measures Report. The number and percentage of graduates who completed at least one Career Technical Education (CTE) pathway. In Baldwin Park Unified School District, 2024 California School Dashboard data shows that only 164 out of 937 low-income students (17.5%), 10 out of 98 English learners (10.2%), and 0 out of 18 foster youth (0%) graduates completed at least one Career Technical Education (CTE) pathway.	Baldwin Park Unified strategically uses Career Technical Education (CTE) to support low-income students, English learners, and foster youth in developing critical skills for college and career success. CTE courses build communication skills essential for English learners, using collaborative, real-world tasks that support language development in context. For low-income students, programs are made widely accessible through free in-school offerings. Foster youth benefit from expanded mentorships, internships, and hands-on career experiences, which provide stability, guidance, and exposure to viable postsecondary paths. Programs like CTE, ROP, Perkins, Culinary Arts, and Adult Education are key pathways tailored to meet the needs of these unduplicated student groups. This action is school-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access to Career Tech Ed programs to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard College/Career Levels and Measures Report. The number and percentage of graduates who completed at least one Career Technical Education (CTE) pathway.
Goal 1 Action 10	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Low-income and foster youth students will receive additional instructional support and materials beyond the base, ensuring they have equitable access to the resources their higher-income peers may already have at home. English learners will be provided with supplemental materials specifically designed to support efficient English language acquisition and access to core academic content. These targeted supports help eliminate barriers and ensure that low income, foster youth, and English learners have the resources and necessary supports. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access supplemental materials to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 11	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Co-teaching in English-language arts and mathematics at the secondary level provides low-income students, English learners and foster youth with increased options for learning. Co-teaching is when two educators work together to plan, organize, instruct and make assessments on the same group of students, sharing the same classroom. For low-income students there is increased opportunities of exposure to learning concepts. For English learners increased student engagement time breaks down language barriers, thus increases student participation. For low-income students, English learners, and foster youth, there are the benefits of reduced student/teacher ratio, increased instructional options for all students, and diversity of instructional styles. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing co-teaching opportunities to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.
Goal 1 Action 12	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Provide increased digital literacy support for low-income students, English learners, and foster youth by staffing an ETS Director/Chief Technology Officer, a Coordinator of Assessment, Data, and Educational Technology, an Infrastructure System Manager, and computer technicians to ensure equitable access and effective use of instructional technology. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing technology resources to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.
Goal 1 Action 13	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Provide a digitally rich and supportive learning environment for low-income students, foster youth, and English learners by continuing to supply technology devices—including tablets, laptops, charging carts, hotspots, and related materials—to support equitable access to digital curriculum. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing technology resources to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 14	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Additional teachers above the base will reduce the student-to-teacher ratio, allowing low-income students, English learners, and foster youth to receive increased individualized attention, targeted instruction aligned to their needs, more opportunities for active participation, and improved communication between teachers and families. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing a reduced student-to-teacher ratio to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.
Goal 1 Action 15	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Provide substitute coverage to allow teachers time to observe and assess students' needs for Tier 2 and Tier 3 interventions, and to conference with administrators and parents of English learners, low-income students, and foster youth. Add eight teachers to give all teachers of these student groups a 1/6 period for one-on-one support to unduplicated student groups. This action is LEA-wide as it benefits multiple student groups—including long-term English learners, students with disabilities, homeless students, white students, and Hispanic students—by providing substitute coverage to assess Tier 2 and Tier 3 student needs and one-on-one support. This broader approach supports closing achievement gaps across diverse populations, not solely focusing on unduplicated groups.	CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 2 Action 1	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth.	Provide six credentialed school nurses, with each school site staffed by a health clerk or Licensed Vocational Nurse (LVN). Health services extend beyond the base program to specifically support low-income students, foster youth, and English learners. These enhanced services include on-campus vision, hearing, and dental screenings at no cost for qualifying students, referrals to free or low-cost clinics and dental care. Foster youth benefit from staff trained to recognize and report signs of abuse. Families of English learners receive assistance in understanding the U.S. healthcare and school systems, with special attention given to newcomers' unique needs. This action is LEA-wide as it benefits multiple student groups—including long-term English learners, students with disabilities, homeless students, white students, and Hispanic students—by providing wellness services. This broader approach supports decreasing chronic absenteeism across diverse populations, not solely focusing on unduplicated groups.	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).
Goal 2 Action 2	As reported on the 2024 CA School Dashboard for the Suspension Rate Indicator, Baldwin Park Unified School District's rates are 5.1% for low-income students, 4.9% for English learners, and 19.0% for foster youth. Increase from 2023 represent a need for other means of correction, the district has not yet returned to pre-pandemic 2019 rates of 3.4% for low-income students, 2.3% for English learners, and 12.4% for foster youth.	Provide comprehensive student support services that advocate for foster youth and English learners while connecting low-income families to community resources. Implement mental health screening tools and deliver targeted counseling focused on coping skills, trauma-informed care, and behavioral support, especially for foster youth. School psychologists also support crisis counseling, conduct threat assessments, and lead awareness campaigns during national prevention weeks. Additionally, a school psychologist on special assignment assists with expanding the district's Multi-Tiered System of Supports (MTSS) framework to support low income, English learners, and foster youth. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing student services and support to district MTSS framework implementation. This broader approach supports decreasing suspension rates across diverse populations, not solely focusing on unduplicated groups.	CA School Dashboard Suspension Rate Indicator

Goal 2 Action 3	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth	Provide campus security aides at secondary schools to lower the pupil-to-adult ratio. At elementary schools, playground and noon supervisors offer consistent monitoring to address unsafe behavior and support a safe environment for low-income students and support for newcomer English learners. Additionally, crossing guards are assigned to high-need sites serving low-income communities to ensure equitable access to safe routes to school. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing equity in school safety. This broader approach supports decreasing chronic absenteeism across diverse populations, not solely focusing on unduplicated groups.	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).
Goal 2 Action 4	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth.	Provide supplemental emergency supplies beyond those funded by the base program. Unlike more affluent districts where families often contribute supplies, Baldwin Park Unified ensures that students from low-income families have equitable access to necessary resources during emergencies. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing supplemental emergency supplies to close the chronic absenteeism gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).
Goal 2 Action 5	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth.	Supplement home-to-school transportation services for low-income students above the base for safe access to school. Added access is provided for low-income families without means of transportation. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing home-to-school transportation to close the chronic absenteeism gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).

Goal 2 Action 6	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth.	Provide supplemental resources to increase access to instrumental music and visual and performing arts programs for low income, English learners and foster youth as defined as a broad course study in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220. Families of English learners are unsure of equipment needs or where to access. Low-income families and foster youth often do not have the means to take part in extra-curricular activities. Provide supplemental resources over and above for after school/ extracurricular physical fitness programs educating the total student. Supplemental resources in the form of equipment, field/facilities improvement, uniforms, athletic trainer and staff stipends offered to ensure equitable opportunities for underserved low income, English Learners and foster youth. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing supplemental programs and resources to close the chronic absenteeism gaps across multiple student populations, not just the unduplicated groups	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).

Goal 3 Action 1	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Conducted a focus group using the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool to assess parent involvement and family engagement. The focus group included a representative sample of parents, specifically ensuring participation from families of low-income students, English learners, and foster youth. Scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability 2023-2024 Parent Focus Group rated the district implementation as a "4." Additional Metric: 2025 CA School Dashboard Suspension Rate Indicator All Students 4.5% or 441/9757 English Learners 4.2% or 78/1852 Long-Term English Learners 12.7% or 42/332 Foster Youth 22.2% or 20/90 Socioeconomically Disadvantaged 4.9% or 426/8762	Provide school community liaisons at each school site to support parents of low income, English learners, and foster youth families who cannot afford resources to engage them and make them partners in their child's education. Services can include facilitating and implementing parent workshops, outreach to parents of chronically absent students, translating for the Spanish-speaking parent, serving as the bridge between the school and the home. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing services of a school community liaison to achieve sustainability rating in creating welcoming environments to all families, not just the unduplicated groups.	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Additional Metric Target Outcome: CA School Dashboard Suspension Rate Indicator

Goal 3 Action 2	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Conducted a focus group using the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool to assess parent involvement and family engagement. The focus group included a representative sample of parents, specifically ensuring participation from families of low-income students, English learners, and foster youth. Scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability 2023-2024 Parent Focus Group rated the district implementation as a "4." Additional Metric: 2025 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) All Students 18.3% English Learners 14.5% Long-Term English Learners 20.6% Foster Youth 31.0% Socioeconomically Disadvantaged 18.7%	Provide communication services to benefit low-income families, English learners, and foster youth by ensuring timely, clear, and accessible information across multiple platforms. By using online portals, social media, and traditional flyers, the district reaches families with varying levels of technological access and language proficiency. The Public Information Officer helps tailor messaging to be consistent and culturally relevant, making it easier for low income, foster youth and English learner families to engage with school activities, resources, and supports. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing varying levels of technological access and a public information officer to achieve sustainability rating in creating welcoming environments to all families, not just the unduplicated groups.	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Additional Metric Target Outcome: CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade)

Goal 3 Action 3	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Conducted a focus group using the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool to assess parent involvement and family engagement. The focus group included a representative sample of parents, specifically ensuring participation from families of low-income students, English learners, and foster youth. Scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability 2023-2024 Parent Focus Group rated the district implementation as a "4." Additional Metric: 2025 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) All Students 18.3% English Learners 14.5% Long-Term English Learners 20.6% Foster Youth 31.0% Socioeconomically Disadvantaged 18.7%	Provide a district translator to offer parents of English learners the opportunity to actively engage in their child's learning. These translation services will be provided free of charge to low-income families to ensure equitable access and meaningful participation. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing translating services to achieve sustainability rating in creating welcoming environments to all families, not just the unduplicated groups.	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Additional Metric Target Outcome: CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade)
Goal 3 Action 4	As reported on the 2024 California School Dashboard for the Graduation Rate Indicator, Baldwin Park Unified School District's rates are 21.1% (857/937) for low-income students, 78.6% (77/98) for English learners, and 66.7% (12/18) for foster youth. In comparison, the graduation rate for all students is 91.5% (886/968). These figures highlight significant gaps in graduation rates for low-income students and foster youth, underscoring the need for targeted support to improve outcomes.	Collaborate with community and government officials to hold a district wide college and career fair and other community wide events. Provide workshops during the events designed to meet the needs of low income, English learners and foster youth. Provide translators for Spanish-speaking parents. This action is school-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by access to district wide community event improve graduation rates across multiple student populations, not just the unduplicated groups.	CA School Dashboard Graduation Rate Indicator.

Goal 3 Action 5	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Conducted a focus group using the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool to assess parent involvement and family engagement. The focus group included a representative sample of parents, specifically ensuring participation from families of low-income students, English learners, and foster youth. Scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability 2023-2024 Parent Focus Group rated the district implementation as a "4."	Provide access to volunteer tools to streamline the process of getting parents of English learners and low-income students into the school to volunteer. For example, fingerprinting services provided free of charge for low income and foster youth families. Translator services available to explain the process to parents of English learners. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by removing barriers to volunteering in the classroom to achieve sustainability rating in creating welcoming environments to all families, not just the unduplicated groups.	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community."

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Baldwin Park Unified School District will utilize the additional Concentration Grant Add-on Funding to strategically refocus the roles and responsibilities of existing staff in order to increase direct academic and social-emotional support for students at school sites with a high concentration (above 55%) of foster youth, English learners, and low-income students. Rather than hiring new personnel, the district will realign staff time and responsibilities to expand Tier 3 intervention services for students whose needs extend beyond what Tier 1 and Tier 2 supports can address.

LCAP Concentration Funds will be utilized to target specific low income, English learners, and foster youth student groups identified through data, including transitional kindergarten through first grade students who are not meeting at least 80% of the assessed areas in reading development; second and third grade students reading two or more grade levels below expectation; and sixth and eighth grade students who are receiving D or F grades in more than two core academic classes. These students require intensive academic intervention and social-emotional support to close learning gaps and improve long-term educational outcomes (Goal 2 Action 2)

To meet these needs, the district will reallocate time within the existing schedules of certificated and classified staff. Staff will be assigned designated intervention periods during the school day to provide one-on-one and small group instruction tailored to student needs. Non-instructional duties will be reduced where possible to allow more time for direct services. Staff will receive professional development training based on research and recommendations developed through committee work, to support the delivery of targeted interventions, utilize assessment data to inform instruction, and build capacity for differentiated support (Goal 1 Actions 3 and 4). Staff such as Intervention Teachers-on-Special-Assignment, instructional aides, and Curriculum Technology Intervention-Coaches (CTICs) will collaborate across roles to implement evidence-based practices, monitor student progress, and make instructional adjustments. School sites will organize a core support team to meet regularly and coordinate the delivery and evaluation of interventions.

Refocused staff will implement explicit, systematic instruction designed to address the root causes of students' academic and behavioral challenges. Weekly progress monitoring will be conducted to track student growth, guide instructional decisions, and ensure the effectiveness of the interventions. By leveraging existing personnel more strategically, the district aims to accelerate academic progress, especially in foundational reading skills and core subject performance, and to provide more responsive, individualized support to the students who need it most.

This approach ensures that the district is maximizing available resources to deliver meaningful and measurable support to its most vulnerable student populations, in alignment with equity goals and the intended use of Concentration Grant Add-on Funds.

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	26.26
Staff-to-student ratio of certificated staff providing direct services to students	N/A	14.04

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$107,615,027.00	$39,312,255.00	36.53%	0.00%	36.53%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$118,604,269.00	$52,929,614.00	$2,369,007.00	$10,285,760.00	$184,188,650.00	$164,588,364.00	$19,600,286.00

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	Staff to Support Academic Achievement	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$20,765,179	$0	$11,579,992	$6,904,064	$0	$2,281,123	$20,765,179	0.00%
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$4,292,631	$0	$2,233,548	$1,122,861	$0	$936,222	$4,292,631	0.00%
1	3	Actions Above the Base to Support Implementation of State Standards	Homeless, English learner (EL), White, Student with Disabilities (SWD), Foster Youth	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$284,532	$2,507,451	$2,791,983	$0	$0	$0	$2,791,983	0.00%
1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$382,873	$1,467,210	$1,249,830	$600,253	$0	$0	$1,850,083	0.00%

1	5	Science, Technology, Engineering, and Math Integration	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$654,552	$232,423	$886,975	$0	$0	$0	$886,975	0.00%
1	6	Differentiated Support and Program Options for Advanced Learning	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$119,561	$208,064	$327,625	$0	$0	$0	$327,625	0.00%
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$4,909,647	$1,330,813	$2,479,350	$2,785,235	$0	$975,875	$6,240,460	0.00%
1	8	Increasing College/Career Readiness	Student with Disabilities (SWD), Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Secondary Schools	Ongoing	$4,095,037	$242,948	$4,337,985	$0	$0	$0	$4,337,985	0.00%
1	9	Career and Technical Education Pathways and Programs	Student with Disabilities (SWD), Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, High Schools	Ongoing	$173,217	$1,173,671	$1,191,143	$155,745	$0	$0	$1,346,888	0.00%
1	10	Standards Aligned Supplemental Instructional Materials and Support	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$3,184,373	$747,602	$815,640	$0	$1,621,131	$3,184,373	0.00%
1	11	Increasing Student Access to State Standards	White, Student with Disabilities (SWD), Homeless, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$1,511,370	$50,850	$1,562,220	$0	$0	$0	$1,562,220	0.00%
1	12	Staff to Support Technology Integration with Teaching and Learning	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,157,830	$0	$2,157,830	$0	$0	$0	$2,157,830	0.00%
1	13	Instructional Technology and Support	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$0	$1,816,900	$1,816,900	$0	$0	$0	$1,816,900	0.00%
1	14	Class Size Reduction and Lower-Class Sizes	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$5,230,872	$0	$5,230,872	$0	$0	$0	$5,230,872	0.00%
1	15	Measuring Student Learning Through Assessment	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,132,895	$0	$1,132,895	$0	$0	$0	$1,132,895	0.00%

1	16	Teachers and Support Staff Salaries	All	No				Ongoing	$104,933,805	$0	$64,864,396	$34,774,127	$1,708,692	$3,586,590	$104,933,805	0.00%
1	17	Supporting English Learners	English learner (EL), Long-term English learner	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	18	Supporting Long-term English Learners	English learner (EL), Long-term English learner	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	19	English Language Development	English learner (EL), Long-term English learner	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	1	Student Wellness	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,935,168	$677,220	$2,235,168	$236,000	$141,220	$0	$2,612,388	0.00%
2	2	Social Emotional Support for the Whole Student	African-American	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$3,220,731	$0	$1,461,935	$1,328,026	$430,770	$0	$3,220,731	0.00%
2	3	Equity in School Safety for Vulnerable Youth	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,612,981	$940,675	$3,022,981	$442,350	$88,325	$0	$3,553,656	0.00%
2	4	Supplemental Emergency Supplies	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$706,500	$706,500	$0	$0	$0	$706,500	0.00%
2	5	Home to School Safety	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,743,325	$3,079,352	$1,928,762	$2,718,915	$0	$175,000	$4,822,677	0.00%
2	6	Beyond the Classroom	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,898,631	$581,928	$2,952,103	$528,456	$0	$0	$3,480,559	0.00%

3	1	Home-School Connectedness	Low Income, Homeless, Hispanic or Latino, White, Student with Disabilities (SWD)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$1,399,500	$72,904	$762,585	$0	$0	$709,819	$1,472,404	0.00%
3	2	Parental Involvement and Family Engagement Communication Tools	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$3,500	$765,562	$769,062	$0	$0	$0	$769,062	0.00%
3	3	Translation and Interpretation Services	English learner (EL), Hispanic or Latino, Long-term English learner, Asian, Filipino	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$120,201	$14,000	$134,201	$0	$0	$0	$134,201	0.00%
3	4	Parent, Family, and Community Engagement Activities	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$10,326	$99,600	$24,326	$85,600	$0	$0	$109,926	0.00%
3	5	Parent, Family, and Community Engagement Tools	Foster Youth, Homeless, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$41,100	$15,500	$25,600	$0	$0	$41,100	0.00%
4	1	Professional Development and Coaching	English learner (EL), Foster Youth, Homeless, Long-term English learner, Low Income	No				Ongoing	$0	$150,000	$0	$150,000	$0	$0	$150,000	0.00%
4	2	Social Services Support	Foster Youth, Homeless, Low Income, Student with Disabilities (SWD)	No				Ongoing	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%

4	3	Supports	Hispanic or Latino, Homeless, Low Income, Student with Disabilities (SWD), Long-term English learner, Foster Youth, English learner (EL)	No				Ongoing	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%
4	4	Family and Community Engagement	Student with Disabilities (SWD), Homeless, Low Income, Long-term English learner, Foster Youth, English learner (EL)	No				Ongoing	$0	$56,742	$0	$56,742	$0	$0	$56,742	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$107,615,027.00	$39,312,255.00	36.53%	0.00% - No Carryover	36.53%	$53,739,873.00	0.00%	49.94%	**Total:**	$53,739,873.00
								LEA-wide Total:	$48,210,745.00
								Limited Total:	
								Schoolwide Total:	$5,529,128.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staff to Support Academic Achievement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$11,579,992.00	0.00%
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,233,548.00	0.00%
1	3	Actions Above the Base to Support Implementation of State Standards	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$2,791,983.00	0.00%

1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$1,249,830.00	0.00%
1	5	Science, Technology, Engineering, and Math Integration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$886,975.00	0.00%
1	6	Differentiated Support and Program Options for Advanced Learning	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$327,625.00	0.00%
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,479,350.00	0.00%
1	8	Increasing College/Career Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Secondary Schools	$4,337,985.00	0.00%
1	9	Career and Technical Education Pathways and Programs	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, High Schools	$1,191,143.00	0.00%
1	10	Standards Aligned Supplemental Instructional Materials and Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$747,602.00	0.00%
1	11	Increasing Student Access to State Standards	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$1,562,220.00	0.00%
1	12	Staff to Support Technology Integration with Teaching and Learning	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,157,830.00	0.00%
1	13	Instructional Technology and Support	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$1,816,900.00	0.00%
1	14	Class Size Reduction and Lower-Class Sizes	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$5,230,872.00	0.00%
1	15	Measuring Student Learning Through Assessment	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,132,895.00	0.00%
2	1	Student Wellness	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,235,168.00	0.00%

2	2	Social Emotional Support for the Whole Student	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,461,935.00	0.00%
2	3	Equity in School Safety for Vulnerable Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,022,981.00	0.00%
2	4	Supplemental Emergency Supplies	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$706,500.00	0.00%
2	5	Home to School Safety	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,928,762.00	0.00%
2	6	Beyond the Classroom	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,952,103.00	0.00%
3	1	Home-School Connectedness	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$762,585.00	0.00%
3	2	Parental Involvement and Family Engagement Communication Tools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$769,062.00	0.00%
3	3	Translation and Interpretation Services	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$134,201.00	0.00%
3	4	Parent, Family, and Community Engagement Activities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$24,326.00	0.00%
3	5	Parent, Family, and Community Engagement Tools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$15,500.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$181,147,836.00	$179,827,508.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staff to Support Academic Achievement	Yes	$20,262,775.00	$20,915,237.00
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	Yes	$3,781,775.00	$3,274,253.00

1	3	Actions Above the Base to Support Implementation of State Standards	Yes	$2,791,983.00	$1,763,480.00
1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	Yes	$2,155,305.00	$1,839,276.00
1	5	Science, Technology, Engineering, and Math Integration	Yes	$886,975.00	$773,699.00
1	6	Differentiated Support and Program Options for Advanced Learning	Yes	$327,625.00	$283,627.00
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	Yes	$6,836,202.00	$5,975,013.00
1	8	Increasing College/Career Readiness	Yes	$4,364,913.00	$4,338,041.00
1	9	Career and Technical Education Pathways and Programs	Yes	$1,519,381.00	$1,302,388.00
1	10	Standards Aligned Supplemental Instructional Materials and Support	Yes	$2,239,769.00	$1,783,373.00
1	11	Increasing Student Access to State Standards	Yes	$1,882,725.00	$1,897,093.00
1	12	Staff to Support Technology Integration with Teaching and Learning	Yes	$2,160,596.00	$2,193,093.00
1	13	Instructional Technology and Support	Yes	$1,543,000.00	$1,328,528.00
1	14	Class Size Reduction and Lower-Class Sizes	Yes	$5,084,934.00	$5,087,152.00
1	15	Measuring Student Learning Through Assessment	Yes	$1,054,065.00	$1,078,131.00
1	16	Teachers and Support Staff Salaries	No	$104,524,622.00	$107,301,842.00
1	17	Supporting English Learners	No	$0.00	$0.00
1	18	Supporting Long-term English Learners	No	$0.00	$0.00
1	19	English Language Development	No	$0.00	$0.00

2	1	Student Wellness	Yes	$2,314,616.00	$2,367,636.00
2	2	Social Emotional Support for the Whole Student	Yes	$3,495,482.00	$3,111,791.00
2	3	Equity in School Safety for Vulnerable Youth	Yes	$2,961,536.00	$2,587,046.00
2	4	Supplemental Emergency Supplies	Yes	$570,000.00	$498,055.00
2	5	Home to School Safety	Yes	$4,613,750.00	$4,510,691.00
2	6	Beyond the Classroom	Yes	$3,308,011.00	$3,105,488.00
3	1	Home-School Connectedness	Yes	$1,322,685.00	$1,334,978.00
3	2	Parental Involvement and Family Engagement Communication Tools	Yes	$572,068.00	$606,009.00
3	3	Translation and Interpretation Services	Yes	$122,302.00	$127,807.00
3	4	Parent, Family, and Community Engagement Activities	Yes	$26,206.00	$56,500.00
3	5	Parent, Family, and Community Engagement Tools	Yes	$34,785.00	$30,479.00
4	1	Professional Development and Coaching	No	$150,000.00	$131,582.00
4	2	Social Services Support	No	$100,000.00	$98,498.00
4	3	Online Supports	No	$100,000.00	$86,528.00
4	4	Family and Community Engagement	No	$39,750.00	$40,194.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

$42,242,691.00	$51,382,708.00	$48,380,410.00	$3,002,298.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Staff to Support Academic Achievement	Yes	$11,256,918.00	$11,808,955.00	0.00%	0.00%
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	Yes	$2,171,234.00	$2,134,943.00	0.00%	0.00%
1	3	Actions Above the Base to Support Implementation of State Standards	Yes	$2,791,983.00	$1,763,480.00	0.00%	0.00%
1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	Yes	$1,249,830.00	$845,851.00	0.00%	0.00%
1	5	Science, Technology, Engineering, and Math Integration	Yes	$886,975.00	$672,197.00	0.00%	0.00%
1	6	Differentiated Support and Program Options for Advanced Learning	Yes	$327,625.00	$283,627.00	0.00%	0.00%
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	Yes	$1,788,920.00	$1,242,189.00	0.00%	0.00%
1	8	Increasing College/Career Readiness	Yes	$4,364,913.00	$4,338,041.00	0.00%	0.00%
1	9	Career and Technical Education Pathways and Programs	Yes	$1,385,327.00	$1,264,705.00	0.00%	0.00%
1	10	Standards Aligned Supplemental Instructional Materials and Support	Yes	$740,715.00	$668,373.00	0.00%	0.00%
1	11	Increasing Student Access to State Standards	Yes	$1,882,725.00	$1,897,093.00	0.00%	0.00%

1	12	Staff to Support Technology Integration with Teaching and Learning	Yes	$2,160,596.00	$2,193,093.00	0.00%	0.00%
1	13	Instructional Technology and Support	Yes	$1,543,000.00	$1,328,528.00	0.00%	0.00%
1	14	Class Size Reduction and Lower-Class Sizes	Yes	$5,084,934.00	$5,087,152.00	0.00%	0.00%
1	15	Measuring Student Learning Through Assessment	Yes	$1,054,065.00	$1,078,131.00	0.00%	0.00%
2	1	Student Wellness	Yes	$2,168,559.00	$1,869,067.00	0.00%	0.00%
2	2	Social Emotional Support for the Whole Student	Yes	$1,325,915.00	$1,509,003.00	0.00%	0.00%
2	3	Equity in School Safety for Vulnerable Youth	Yes	$2,166,987.00	$2,166,987.00	0.00%	0.00%
2	4	Supplemental Emergency Supplies	Yes	$570,000.00	$52,555.00	0.00%	0.00%
2	5	Home to School Safety	Yes	$1,742,125.00	$1,647,661.00	0.00%	0.00%
2	6	Beyond the Classroom	Yes	$3,308,011.00	$3,105,488.00	0.00%	0.00%
3	1	Home-School Connectedness	Yes	$670,775.00	$657,892.00	0.00%	0.00%
3	2	Parental Involvement and Family Engagement Communication Tools	Yes	$572,068.00	$606,009.00	0.00%	0.00%
3	3	Translation and Interpretation Services	Yes	$122,302.00	$127,807.00	0.00%	0.00%
3	4	Parent, Family, and Community Engagement Activities	Yes	$26,206.00	$15,340.00	0.00%	0.00%
3	5	Parent, Family, and Community Engagement Tools	Yes	$20,000.00	$16,243.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$108,002,552.00	$42,242,691.00	0.00%	39.11%	$48,380,410.00	0.00%	44.80%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$4,438,015.00	$226,325.00	$27,540.00	$95,193.00	$0.00	$5,498,687.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Staff to Support Academic Achievement	$1,932,065.00	$226,325.00	$27,540.00	$95,193.00	$0.00	$0.00	$20,765,179.00
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	$0.00	$0.00	$0.00	$0.00	$0.00	$936,222.00	$4,292,631.00
1	3	Actions Above the Base to Support Implementation of State Standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,791,983.00
1	4	Professional Learning and Related Materials to Support Implementation of State Standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,850,083.00

		and Increasing Content Knowledge and Cultural Relevance							
1	5	Science, Technology, Engineering, and Math Integration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$886,975.00
1	6	Differentiated Support and Program Options for Advanced Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$327,625.00
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	$0.00	$0.00	$0.00	$0.00	$0.00	$975,875.00	$6,240,460.00
1	8	Increasing College/Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,337,985.00
1	9	Career and Technical Education Pathways and Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,346,888.00
1	10	Standards Aligned Supplemental Instructional Materials and Support	$1,621,131.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,184,373.00
1	11	Increasing Student Access to State Standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,562,220.00
1	12	Staff to Support Technology Integration with Teaching and Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,157,830.00
1	13	Instructional Technology and Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,816,900.00
1	14	Class Size Reduction and Lower-Class Sizes	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,230,872.00
1	15	Measuring Student	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,132,895.00

		Learning Through Assessment							
1	16	Teachers and Support Staff Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$3,586,590.00	$104,933,805.00
1	17	Supporting English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	18	Supporting Long-term English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	19	English Language Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	1	Student Wellness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,612,388.00
2	2	Social Emotional Support for the Whole Student	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,220,731.00
2	3	Equity in School Safety for Vulnerable Youth	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,553,656.00
2	4	Supplemental Emergency Supplies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$706,500.00
2	5	Home to School Safety	$175,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,822,677.00
2	6	Beyond the Classroom	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,480,559.00
3	1	Home-School Connectedness	$709,819.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,472,404.00
3	2	Parental Involvement and Family Engagement Communication Tools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$769,062.00
3	3	Translation and Interpretation Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$134,201.00
3	4	Parent, Family, and Community Engagement Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$109,926.00
3	5	Parent, Family, and Community Engagement Tools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$41,100.00

4	1	Professional Development and Coaching	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00
4	2	Social Services Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
4	3	Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
4	4	Family and Community Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$56,742.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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