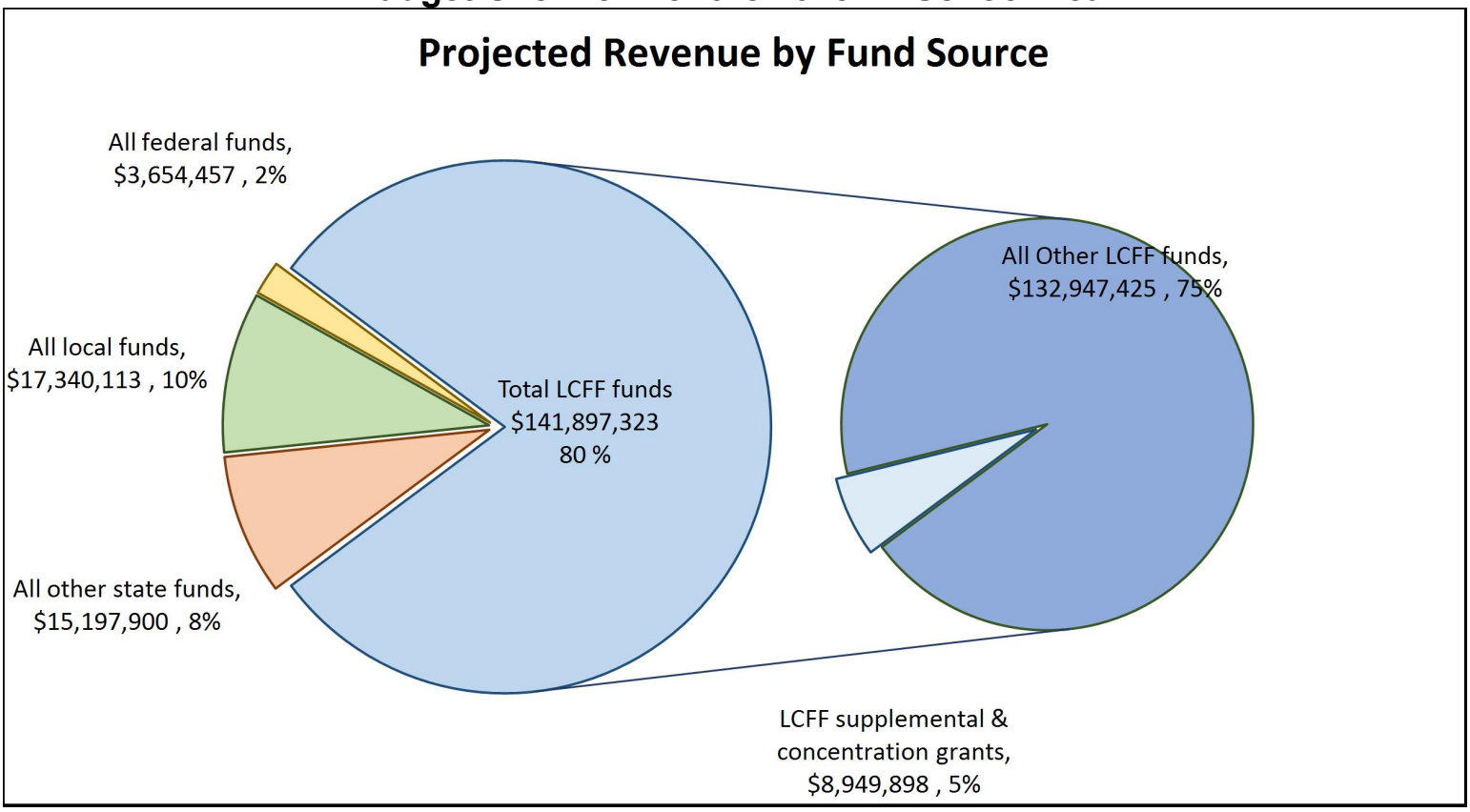
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Campbell Union High School District
CDS Code: 43694010000000
School Year: 2026-27
LEA contact information:
Dr. Robert Bravo
Superintendent
rbravo@cuhsd.org
408.371.0960

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

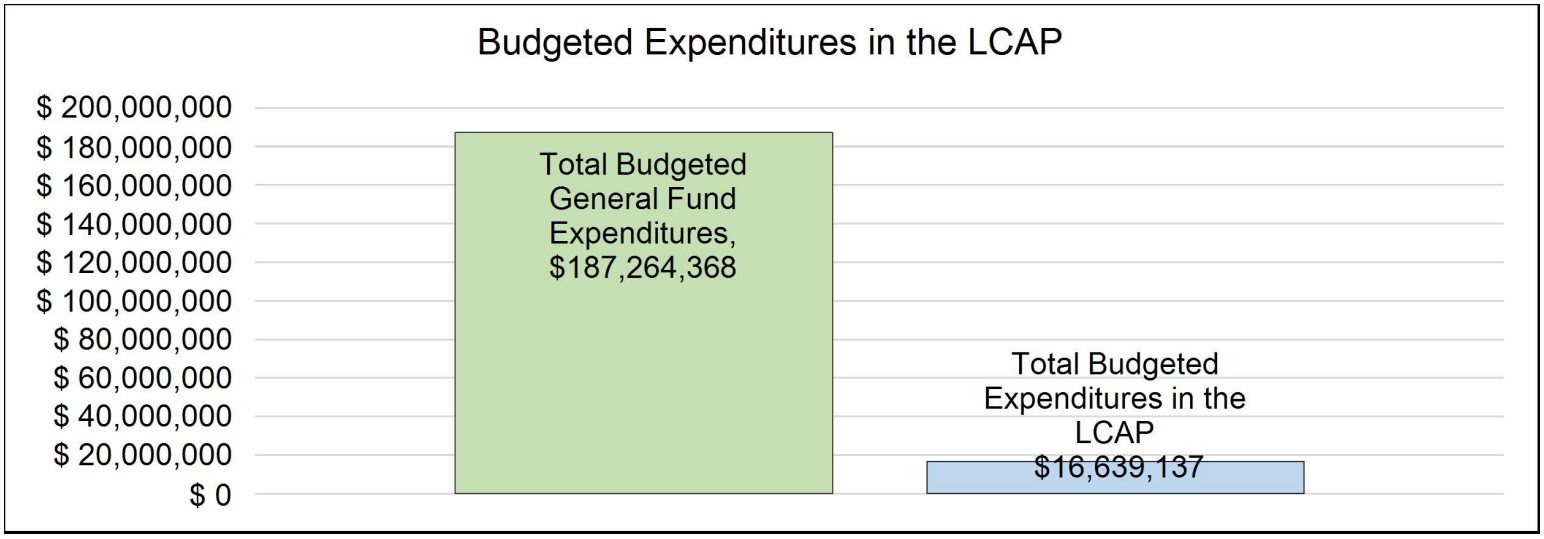


This chart shows the total general purpose revenue Campbell Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Campbell Union High School District is $178,089,793, of which $141,897,323 is Local Control Funding Formula (LCFF), $15,197,900 is other state funds, $17,340,113 is local funds, and $3,654,457 is federal funds. Of the $141,897,323 in LCFF Funds, $8,949,898 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Campbell Union High 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: Campbell Union High School District plans to spend $187,264,368 for the 2026-27 school year. Of that amount, $16,639,137 is tied to actions/services in the LCAP and $170,625,231 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

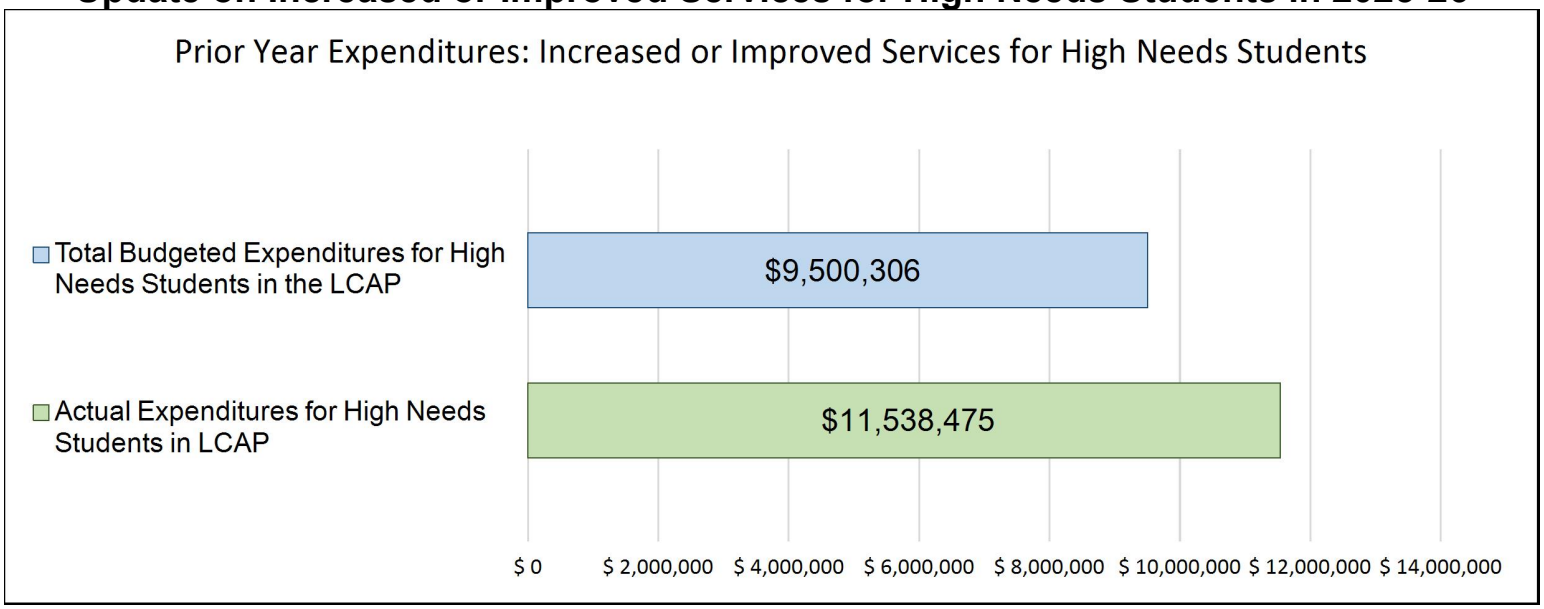
The majority of regular staffing expenses, such as the salaries for general education teachers and other certificated staff members, classified staff members including paraeducators and aides, school administrators, and management. This plan does not include costs related to classroom materials, facilities, transportation, operations, or maintenance.

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

In 2026-27, Campbell Union High School District is projecting it will receive $8,949,898 based on the enrollment of foster youth, English learner, and low-income students. Campbell Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Campbell Union High School District plans to spend $11,226,547 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 Campbell Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Campbell Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Campbell Union High School District's LCAP budgeted $9,500,306.00 for planned actions to increase or improve services for high needs students. Campbell Union High School District actually spent $11,538,475.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Campbell Union High School District	Dr. Robert Bravo Superintendent	rbravo@cuhsd.org 408.371.0960

Plan Summary [2026-27]

General Information

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

SUMMARY OF SCHOOLS AND COMMUNITY

Campbell Union High School District (CUHSD) prepares students for success in college and career by making education personally relevant to each student. CUHSD is located in Silicon Valley and has served the communities of San Jose, Campbell, Los Gatos, Saratoga, Santa Clara, and Monte Sereno for more than 100 years. The District includes five comprehensive high schools, one continuation high school, a postsecondary special education program, and an adult education center. It is home to a highly acclaimed International Baccalaureate program, a middle college program, a robust Career Technical Education program, and a model continuation high school. The District has 8,392 enrolled students as of the 2025-2026 school year. CUHSD has a diverse enrollment comprised of 0.2% American Indian or Alaskan Native, 22.5% Asian, 2.3% Black or African American, 2.0% Filipino, 37.4% Hispanic or Latinx, 0.2% Native Hawaiian or Other Pacific Islander, 6.9% multiple races/ethnicities, and 27.2% White students. Many students participate in support programs as follows: 39.9% are socioeconomically disadvantaged, 13.5% participate in Special Education, and 8.0% are emergent multilingual/English learners. The District employs 876 staff members, including 415 teachers, 83 special education aides, 23 bilingual instructional aides, and additional staff, such as administrators, school counselors, mental health counselors, social workers, and bilingual community liaisons.

The District offers numerous educational programs to ensure that all students have opportunities to pursue their interests while also developing the skills they need to build a bright future. Three comprehensive school sites offer Advancement via Individual Determination (AVID) college-preparation pathways that prepare students for college-level courses, such as Advanced Placement (AP) and International Baccalaureate (IB). All comprehensive school sites offer AP courses, and Del Mar High School houses an IB Program. The District also

offers dual enrollment community college courses at each comprehensive high school. Students can also access numerous career-preparatory options, with at least one Career Technical Education pathway offered at each high school and additional hands-on courses available through a partnership with the Silicon Valley Career Technical Education (SVCTE) Center.

Parents can participate in their School Site Council (SSC), the Parent, Teacher, Student Association (PTSA), the English Learner Advisory Committee (ELAC), booster clubs, financial advisory committees, a district-level committee for English learners (DELAC), a Local Control and Accountability Plan Committee, and a district-level parent group (President's Council) to provide input and influence District decisions.

Local sources of revenue fund the majority of CUHSD's programs, making it a Basic Aid district. In November 2024, the community voted to pass Measure P, a $474 million school facilities bond, which funds needed improvements to buildings and technology.

Goals 1 through 5 of this plan describe actions that pertain to all high schools in CUHSD. Boynton High School is identified by the State as an Equity Multiplier school, meaning it receives additional funds due to the high-needs population it serves. The actions associated with the Equity Multiplier funds are included under Goal 6 of this plan.

Reflections: Annual Performance

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

2025 CALIFORNIA SCHOOL DASHBOARD

Ratings on the 2025 California School Dashboard for CUHSD overall were as follows:

English Language Arts: Green
Mathematics: Green
English Learner Progress: Green
Graduation Rate: Green
College/Career: Green
Suspension Rate: Green

The 2025 Dashboard results were similar to the 2024 Dashboard, with ratings of Green across all available indicators. This maintained an improvement over 2023 ratings, which were Yellow in two areas. CUHSD was one of four high school-serving districts out of 11 in Santa Clara County with ratings of Green or better. The Science Indicator was new and informational only in 2025, and CUHSD also earned a Green rating on this indicator.

There were several student groups with Red indicators, especially in mathematics. Homeless students were Red in Suspensions, an improvement from 2024 when there were five Red ratings at the student group level.

Additionally, the following school sites had Red ratings for some student groups.

Boynton: 5 Red in 2024, 6 Red in 2025
English Language Arts - All Students
Mathematics - All Students
College/Career - English Learners
College/Career - Long-Term English Learners
Science - All Students (informational)
Science - Hispanic or Latinx (informational)

Branham: 6 Red in 2024, 1 Red in 2025
English Language Arts - Students with Disabilities

Del Mar: 2 Red in 2024, 2 Red in 2025
Suspension Rate - English Learners
Suspension Rate - Black or African American

Leigh: 2 Red in 2024, 3 Red in 2025
English Learner Progress - All Students
English Learner Progress - English Learners
English Language Arts - English Learners

Prospect: 2 Red in 2024, 6 Red in 2025
English Language Arts - English Learners
English Language Arts - Socioeconomically Disadvantaged
English Language Arts - Students with Disabilities
English Language Arts - Hispanic or Latinx
Mathematics - Students with Disabilities
Mathematics - Hispanic or Latinx

Westmont: 2 Red in 2024, none Red in 2025

SPECIAL EDUCATION INDICATORS

The Special Education Department met 8 of its 14 indicators for the 2024-25 school year, including having only 10.5% of students in Special Education who are in the general education setting for less than 40% of the day. This means that CUHSD is doing a good job of providing students with the least restrictive environment. CUHSD also had a very low Special Education dropout rate of less than 3%. CUHSD was again identified by the State at the monitoring level of Intensive Level 3 for Significant Disproportionality for Hispanic/Latinx students being identified with a specific learning disability. CUHSD has been directed by the State through Continuous Improvement Monitoring to provide Comprehensive Coordinated Early Intervening Services (CCEIS) to support students in general education and prevent further disproportionate identification for Special Education services.

LEARNING RECOVERY AND EMERGENCY BLOCK GRANT (LREBG)

CUHSD received new additional funding from the LREBG, which must be spent by 2027-2028. The funds are to be allocated for action items 3.2, 4.2, and 4.4 in this plan, and a detailed description of the associated research and allowable uses is noted in each of those action items in this plan. As part of the LCAP annual analysis and review of student data, a needs assessment was conducted to comply with LREBG requirements, including analyses of academic and graduation outcomes, annual climate surveys, and chronic absenteeism. The actions were selected for addressing the socioemotional (3.2) and college-readiness (4.2 and 4.4) needs of students, which were high-priority areas identified in the needs assessment. These action items are not limited to specific sites, but do provide proportionately higher levels of support at schools with the greatest need (Boynton and Del Mar High Schools) based on average per-pupil allocations.

2023 CALIFORNIA SCHOOL DASHBOARD

This plan must include the 2023 Dashboard ratings. Ratings on the 2023 California School Dashboard for CUHSD overall were as follows:

English Language Arts: Green
Mathematics: Yellow
English Learner Progress: Green
Graduation Rate: Yellow
College/Career: Four out of Five (High)
Suspension Rate: Yellow

There were several instances of student groups with Red indicators. English learners were Red in English language arts and mathematics, students with disabilities were Red for English language arts, Hispanic/Latinx students were Red in mathematics, and
Foster Youth and African American students were Red for suspension rates.

Additionally, the following school sites had Red or Very Low ratings:

Boynton
College/Career (Status Only) - All Students
College/Career (Status Only) - English Learners
College/Career (Status Only) - Socioeconomically Disadvantaged
College/Career (Status Only) - Hispanic
Graduation Rate - All Students
Suspension Rate - All Students
Suspension Rate - Hispanic
Suspension Rate - Socioeconomically Disadvantaged
Suspension Rate - Students with Disabilities

Branham

Suspension Rate - African American
Suspension Rate - Students with Disabilities

Del Mar
English Language Arts - English Learners
English Language Arts - Students with Disabilities
Mathematics - All Students
Mathematics - Socioeconomically Disadvantaged
Mathematics - Students with Disabilities
Mathematics - Hispanic
Mathematics - English Learners
Graduation Rate - Students with Disabilities

Prospect
College/Career (Status Only) - Students with Disabilities
English Language Arts - Hispanic
English Language Arts - English Learners
Mathematics - Hispanic
Mathematics - English Learners

Westmont
English Language Arts - Students with Disabilities
English Language Arts - English Learners
Mathematics - Students with Disabilities
Mathematics - English Learners

Reflections: Technical Assistance

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

CUHSD did not receive technical assistance during the 2025-2026 school year.

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.

Boynton High, which was previously identified as eligible for CSI, exited in 2024-2025.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Local Control and Accountability Plan (LCAP) Committee	A Local Control and Accountability Plan Committee was convened for four sessions during the Spring Semester (dates below) including staff members from each school site, parents/guardians (including parents of emerging multilingual / English learner students and special education students), students, community members, teachers, administrators, classified staff, and a collective bargaining unit representative from the Campbell High School Teachers Association. Representatives from the Service Employees International Union and the Classified School Employees Association were invited but did not attend. Meeting materials are available on the District's website at https://bit.ly/cuhsdlcap. LCAP Committee Meeting Dates and Topics: February 2: Reviewed the California School Dashboard results and alignment between the LCAP and the Board of Trustees' 6-Year Strategic Plan. Gathered input on Goals 1 and 2. March 16: Gathered input on Goal 4 with a focus on the results from the fall 2025 Career Technical Education Survey. April 20: Gathered input on Goal 3, with a focus on reducing expressions of hate speech on our campuses.

Educational Partner(s)	Process for Engagement
	May 4: Gathered input on Goal 5 and shared proposed updates to the draft Local Control and Accountability Plan and answered questions.
District English Learners Advisory Committee (DELAC)	Committee members provided feedback on a presentation of goal areas and action items at the April 1, 2026 meeting.
Parent Advisory Committee	Parents provided feedback on a presentation of draft goal areas and action items at the May 4, 2026 meeting of the President's Council, which is CUHSD's local parent advisory committee.
Special Education Local Planning Area (SELPA) Consultation	CUHSD received feedback from its SELPA representative on May 13, 2026, on the LCAP. The SELPA representative reviewed the LCAP and noted that CUHSD included metrics and action items for students with disabilities, including Actions 1.1, 1.2, 3.5, 4.6, and 5.3.
Student Advisory Committee	The Superintendent's Student Advisory Committee was presented with a summary of the draft LCAP goal statements and action items at their February 26, 2026, meeting. They provided feedback about improving academic counseling services, standardizing assessments across classes, better communicating the availability of various college and career preparation programs, having more opportunities to participate in hiring procedures such as interview panels, and a desire to have opportunities to provide direct feedback to teachers about the quality of instruction. Additional student feedback was gathered through focus groups conducted at multiple school sites during May, asking for student input on the types of courses offered by the District. Students indicated that they appreciate classes with project-based learning and skills they can apply in their daily lives, as well as those that help them prepare for their future careers. This feedback will continue to be gathered in the Fall with a more concerted focus on gathering feedback from emerging multilingual students and students with disabilities.
Thought Exchange Survey	An online community-wide survey was launched in April to seek feedback on the LCAP goal areas and priorities. Students (1,283) expressed general approval, noting the importance of supporting students and creating a welcoming environment. Some highlighted specific areas for improvement, such as addressing

Educational Partner(s)	Process for Engagement
	racism, enhancing STEM opportunities, and increasing awareness of available resources. Concerns about safety, communication, and funding are also mentioned. A few respondents emphasized the need for better support for English learners and neurodivergent students. Overall, while there is appreciation for the district's efforts, there are calls for more targeted actions and improvements in certain areas. Parents and family members (256) emphasized the importance of a culturally relevant and multilingual curriculum, noting its role in reflecting student diversity and enhancing understanding. There is a call for more mental health resources and college-readiness support, with some expressing concern about inadequate support for English learners. Communication and family engagement are seen as crucial, though some feel it is lacking. While some praise the district's efforts, others criticize leadership and the over-reliance on technology. Overall, there is a desire for balanced priorities that address both academic and socioemotional needs. Staff (222) responses expressed appreciation for the focus on inclusive curriculum, multilingual support, and mental health resources, emphasizing their importance for student success and well-being. However, there were concerns about the effectiveness of implementation, particularly regarding culturally relevant curriculum and family engagement. Some respondents felt that priorities were too broad or conflicting. There is a call for more resources, training, and support for teachers, especially to address the needs of English learners and promote staff diversity.
Equity Multiplier Funds Consultation with Educational Partners	To inform the use of Equity Multiplier Funds, parent and stakeholder feedback was gathered across multiple engagement opportunities, including the February 12, 2026 Boynton Orientation, the February 24, 2026 School Site Council (SSC) meeting, and the March 4, 2026 ELAC meeting. During the Boynton Orientation, parents expressed a strong desire to be actively involved in school events and emphasized the importance of clear, direct communication, particularly through text messages and phone calls from the community liaison. Families also highlighted their commitment to student success, specifically credit recovery and graduation, and inquired about transportation

Educational Partner(s)	Process for Engagement
	options, with staff confirming that bus passes are available. At the SSC meeting, parents and students provided input on SPSA Goal 6, affirming the importance of using Equity Multiplier Funds to improve graduation rates and reduce suspension rates. During the ELAC meeting, parents responded to proposed funding priorities, including credit recovery classes, the Academic Success Center, field trips, community liaison support, and continued mental health services through CASSY. Additional feedback included requests for childcare to increase parent participation, more student incentives to promote engagement and attendance, increased one-on-one counseling and accountability for students, and expanded opportunities for family involvement such as volunteer events and parent gatherings. Across all meetings, consistent themes emerged, strengthening communication, increasing family engagement, expanding academic and social-emotional supports, and improving student motivation and access. On April 21, 2026, the School Site Council met and approved the recommendations from ELAC and also approved the School Plan for Student Achievement. The feedback gathered from parents and stakeholders directly supports the continued and expanded use of Equity Multiplier Funds toward: • Academic interventions (Credit Recovery, Academic Success Center) • Mental health services (CASSY) • Family engagement and communication (community liaison, events, childcare considerations) • Student motivation systems (incentives, recognition) • School access supports (transportation) These investments align with community priorities and are essential for improving graduation rates and reducing suspension rates.
Public Hearing and Adoption of the LCAP	The public Board hearing for the plan was held on June 11, 2026, and the final adoption was held on June 25, 2026.

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

Overall, our community continues to support the same priority areas highlighted in the LCAP, including instructional rigor and culturally relevant curriculum; support for the success of emerging multilingual students; staff diversity and recruitment efforts; individualized college and career guidance; improved community engagement strategies; and socioemotional and mental health resources. Members of the LCAP Committee and DELAC advocated for ongoing investments in field trips and educational family programs, which are reflected in the plan. In alignment with the Board of Trustees' Strategic Plan and committee feedback requesting more in-person feedback in addition to surveys, targeted feedback was solicited around Goal 4 through surveys and student focus groups to improve access and equity to our offerings of college-level coursework and career pathways (Action 4.5). In part due to this feedback, Del Mar High School (a Title I school) will launch a new medical pathway in the 2026-2027 school year, and counselors from Del Mar High School will be overrepresented in the cohort of counseling staff attending conferences next year. Additionally, a new analytics tool (Schoolytics) is being used to support counseling and efficiently identify and target students for support throughout the school year (Action 4.8).

Families expressed interest in improving the District's communication approach and in providing more opportunities for family engagement. Moving forward, Action 4.7 will be more closely tied to college- and career-related educational events that include families. Community liaisons are working to optimize engagement points to host fewer, more meaningful events and maximize the parent experience. Community liaisons (Action 5.1) are also working to increase the positive points of engagement with families and to train administrators and teachers to use translation tools and create opportunities for more positive interactions. The District is planning to launch a districtwide parent conference and resource fair in 2026-2027.

The SELPA representative asked if Action 5.2 could be updated to include support for students with disabilities and their families. This action item has been updated to include work that will start in the 2026-2027 school year to invite SELPA Community Advisory Committee parent representatives to participate in the President's Advisory Council and LCAP Committee.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All CUHSD students will have access to and be engaged in rigorous, culturally relevant, standards-aligned curriculum and instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed as a result of the ongoing achievement gaps in state assessment outcomes and the recommendations of the Educational Equity Audit and Blueprint process that CUHSD completed in May 2023 through a partnership with The Education Trust-West. One of the major findings of this report was that mathematics and English assignments generally did not provide students with the high level of rigor and relevance called for by California state standards. These findings were especially visible in special education and English language development courses, aligning with the ongoing achievement gaps on state assessments. CUHSD's Equity Blueprint Committee developed this as one of its five focus areas, which were included in the LCAP development process as each of the five primary goal areas.

The actions in this goal include aligning curriculum and providing equitable access to school and healthcare needs. The metrics include monitoring standards-based mastery on State assessments and teacher feedback on standards-aligned materials and professional development. We believe that taken together, the actions and metrics included will achieve our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 1A. Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions	(2021-2022) Most recent data available from CDE. Misassignments of teachers of English learners = 9.0/2.3%	(2022-2023) Most recent data available from CDE. Misassignments of teachers of English	(2023-2024) Most recent data available from CDE. Misassignments of teachers of English	(2024-2025) Misassignments of teachers of English learners = 0/0.0%	Misassignments of teachers of English learners = +0.9/+0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: School Accountability Report Card	Total teacher misassignments = 13.1/3.4% Vacant teacher positions = 0/0%	learners = 12.2/3.2% Total teacher misassignments = 12.2/3.2% Vacant teacher positions = 0/0% Improved or met goal for 2 out of 3 metrics	learners = 9.9/2.5% Total teacher misassignments = 8.9/2.3% Vacant teacher positions = 0/0% Improved or met goal for 2 out of 3 metrics	Total teacher misassignments = 10/2.0% Vacant teacher positions = 0/0%	Total teacher misassignments = -4.2/-1.1% Vacant teacher positions = No change
1.2	State Priority 1B. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: School Accountability Report Card	(2023-2024) 0/0%	(2024-2025) 0/0% Met goal	(2025-2026) 0/0% Met goal	(2026-2027) 0/0%	No change
1.3	State Priority 1C. Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) Data Source: School Accountability Report Card	(2023-2024) 2	(2024-2025) 0 Met goal	(2025-2026) 0 Met goal	(2026-2027) 0	-2
1.4	State Priority 2A. Percentage of responses	(2023-2024) 14 out of 23 (61%)	(2024-2025) 10 out of 23 (43%)	(2025-2026)	(2026-2027) 17 out of 23 (74%)	-9 (-39%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the CA School Dashboard Implementation of State Standard Self-Reflection Tool rated at least 4 (Full Implementation) or above		Goal not met	5 out of 23 (22%) Goal not met		
1.5	State Priority 4A. CA School Dashboard Academic Indicator - English Language Arts and math distance from standard; California Science Test percent met or exceeded	(2022-23) English language arts distance from standard (94% of students tested in ELA) All Students: +48.8 English Learners: -99.7 Foster Youth: Not available Homeless: -181 Socioeconomically Disadvantaged: -11.3 Students with Disabilities: -97.6 African American: +6.7 American Indian or Alaska Native: Not available Asian: +124.7 Filipino: +70.2 Hispanic or Latinx: -35 Native Hawaiian or Pacific Islander: +0.5 White: +74 Two or More Races: +100.6	(2023-24) English language arts distance from standard (95% of students tested in ELA) All Students: +52.0 English Learners: -94.8 Foster Youth: Not available Homeless: Not available Socioeconomically Disadvantaged: -8.1 Students with Disabilities: -112.2 African American: -30.7 American Indian or Alaska Native: Not available Asian: +125.6 Filipino: +59.4 Hispanic or Latinx: -21.7	(2024-25) English language arts distance from standard (96% of students tested in ELA) All Students: +44.3 English Learners: -89.1 Foster Youth: Homeless: -33.7 Socioeconomically Disadvantaged: -17.5 Students with Disabilities: -101.1 African American: -27.8 American Indian or Alaska Native: Not available Asian: +115.6 Filipino: +57.9 Hispanic or Latinx: -23.8 Native Hawaiian or Pacific Islander: Not available White: +66.7	(2025-26) English language arts distance from standard (95% of students tested in ELA) All Students: +53.8 English Learners: -79.7 Foster Youth: Not available Homeless: -161 Socioeconomically Disadvantaged: -1.3 Students with Disabilities: -77.6 African American: +16.7 American Indian or Alaska Native: Not available Asian: +125.7 Filipino: +71.2 Hispanic or Latinx: -25 Native Hawaiian or Pacific Islander: +10.5	English Language Arts Distance from Standard +2% tested All Students: -4.5 English Learners: +10.6 Foster Youth: Not available Homeless: +147.3 Socioeconomically Disadvantaged: -6.2 Students with Disabilities: -3.5 African American: -34.5 American Indian or Alaska Native: Not available Asian: -9.1 Filipino: -12.3 Hispanic or Latinx: +11.2 Native Hawaiian or Pacific Islander: Not available White: -7.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics distance from standard (92% of students tested in math) All Students: -21.1 English Learners: -173.1 Foster Youth: Not available Homeless: -242.3 Socioeconomically Disadvantaged: -107.3 Students with Disabilities: -168.1 African American: -95.6 American Indian or Alaska Native: Not available Asian: +96.4 Filipino: -18.2 Hispanic or Latinx: -131.8 Native Hawaiian or Pacific Islander: Not available White: +15 Two or More Races: +35 Science percentage met or exceeded (92% of students tested in science) All Students: 52.2% English Learners: 3.5%	Native Hawaiian or Pacific Islander: Not available White: +70.6 Two or More Races: +95.1 Mathematics distance from standard (95% of students tested in math) All Students: -16.9 English Learners: -171.3 Foster Youth: Not available Homeless: Not available Socioeconomically Disadvantaged: -104.2 Students with Disabilities: -196.8 African American: -124.1 American Indian or Alaska Native: Not available Asian: +108.9 Filipino: -2.9 Hispanic or Latinx: -125 Native Hawaiian or Pacific Islander: Not available	Two or More Races: +97 Long-Term English Learners: -118.4 Mathematics distance from standard (96% of students tested in math) All Students: -13.0 English Learners: -149.6 Foster Youth: Not available Homeless: -108.2 Socioeconomically Disadvantaged: -101.8 Students with Disabilities: -161.8 African American: -110.6 American Indian or Alaska Native: Not available Asian: +104.9 Filipino: -28.2 Hispanic or Latinx: -116.4 Native Hawaiian or Pacific Islander: Not available White: +24.8 Two or More Races: +47.2	White: +75 Two or More Races: +101.6 Mathematics distance from standard (95% of students tested in math) All Students: -16.1 English Learners: -153.1 Foster Youth: Not available Homeless: -222.3 Socioeconomically Disadvantaged: -87.3 Students with Disabilities: -148.1 African American: -75.6 American Indian or Alaska Native: Not available Asian: +97.4 Filipino: -8.2 Hispanic or Latinx: -111.8 Native Hawaiian or Pacific Islander: Not available White: +16 Two or More Races: +36 Science	Two or More Races: -3.6 Long-Term English Learners: Not available Mathematics Distance from Standard +4% tested All Students: +8.1 English Learners: +23.5 Foster Youth: Not available Homeless: +134.1 Socioeconomically Disadvantaged: +5.5 Students with Disabilities: +6.3 African American: -15.0 American Indian or Alaska Native: Not available Asian: +8.5 Filipino: -10.0 Hispanic or Latinx: +15.4 Native Hawaiian or Pacific Islander: Not available White: +9.8 Two or More Races: +12.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: Not available Homeless: Not available Socioeconomically Disadvantaged: 30.8% Students with Disabilities: 11.8% African American: 34.0% American Indian or Alaska Native: Not available Asian: 80.3% Filipino: 57.7% Hispanic or Latinx: 23.8% Native Hawaiian or Pacific Islander: 30.8% White: 62.2% Two or More Races: 67.8%	White: +5.9 Two or More Races: +30 Science percentage met or exceeded (94% of students tested in science) All Students: 47.3% English Learners: 1.8% Foster Youth: Not available Homeless: 20.0% Socioeconomically Disadvantaged: 25.6% Students with Disabilities: 12.5% African American: 25.5% American Indian or Alaska Native: Not available Asian: 75.6% Filipino: 42.1% Hispanic or Latinx: 22.2% Native Hawaiian or Pacific Islander: Not available White: 59.3% Two or More Races:	Long-Term English Learners: -180.5 Science percentage met or exceeded (95% of students tested in science) All Students: 60.5% English Learners: 39.7% Foster Youth: Not available Homeless: 47.8% Socioeconomically Disadvantaged: 49.7% Students with Disabilities: 41.0% African American: 45.8% American Indian or Alaska Native: Not available Asian: 74.3% Filipino: 60.8% Hispanic or Latinx: 47.9% Native Hawaiian or Pacific Islander: Not available White: 64.8% Two or More Races: 71.4%	percentage met or exceeded (95% of students tested in science) All Students: 57.2% English Learners: 13.5% Foster Youth: Not available Homeless: Not available Socioeconomically Disadvantaged: 40.8% Students with Disabilities: 21.8% African American: 44.0% American Indian or Alaska Native: Not available Asian: 81.3% Filipino: 58.7% Hispanic or Latinx: 33.8% Native Hawaiian or Pacific Islander: 40.8% White: 63.2% Two or More Races: 68.8%	Long-Term English Learners: Not available Science Percentage Met or Exceeded +3% tested All Students: +8.3% English Learners: +36.2% Foster Youth: Not available Homeless: Not available Socioeconomically Disadvantaged: +18.9% Students with Disabilities: +29.2% African American: +11.8% American Indian or Alaska Native: Not available Asian: -6.0% Filipino: +3.1% Hispanic or Latinx: +24.1% Native Hawaiian or Pacific Islander: Not available White: +2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			56.6% 5 out of 10 groups with data improved in ELA 6 out of 10 groups with data improved in math 2 out of 10 groups with data improved in science	Long-Term English Learners: 33.8% 3 out of 10 groups with data improved in ELA 9 out of 10 groups with data improved in math 7 out of 10 groups with data improved in science		Two or More Races: +3.6% Long-Term English Learners: Not available
1.6	State Priority 7C. Percentage of students with disabilities that are in regular class more than 80.0% of the time Data Source: SIRAS special education data	(2023-2024) 53.8%	(2024-2025) 55.5% Met goal	(2025-2026) 54.0% Declined	(2026-2027) 54.8%	+0.2%
1.7	State Priority 5A. Daily Average Attendance	(2023-2024) 8.6 average absences (as of May 14, 2024)	(2024-2025) 8.0 average absences (as of May 14, 2025) Goal met	(2025-2026) 7.4 average absences (as of May 18, 2026) Goal met	(2026-2027) 8.1 average absences	-0.6
1.8	State Priority 5B. Percent of students chronically absent	(2023-2024) All Students: 13.4% (as of May 14, 2024) Socioeconomically Disadvantaged: 20.5% Foster Youth: 50.0%	(2024-2025) All Students: 12.9% (as of May 14, 2025) Socioeconomically Disadvantaged: 18.5% Foster Youth: 47.4%	(2025-2026) All Students: 13.6% (as of May 18, 2026) Socioeconomically Disadvantaged: 20.1% Foster Youth: 41.7%	(2026-2027) All Students: 12.4 Socioeconomically Disadvantaged: 15.5% Foster Youth: 40.0%	All Students: +0.2% Socioeconomically Disadvantaged: -0.4% Foster Youth: -8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			3 out of 3 groups improved	2 out of 3 groups improved		
1.9	Number of students accessing dental exams on site	(2024-2025) Total: 85 Socioeconomically disadvantaged: 56		(2025-2026) Total: 62 Socioeconomically disadvantaged: 19	(2026-2027) Total: 100 Socioeconomically disadvantaged: 75	-23

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, CUHSD successfully implemented its actions to address ongoing achievement gaps and ensure access to rigorous, culturally relevant, standards-aligned curriculum and instruction. Dental services were offered at schools districtwide, though two sites did not host events due to low demand. Persistent achievement gaps remain, particularly for students with disabilities, English learners, and African American students, as reflected in state assessment outcomes. While progress was evident in some areas, especially mathematics and science, further focus is needed to address systemic barriers and ensure consistent implementation of standards-aligned instruction across all student groups.

Further details on each action item are below:
Action 1.1: All school sites' English, ELD, mathematics, and science departments, including their SAI special education course counterparts, have participated in developing common assessments. Teachers continue to work together on reviewing data and also planning time to realign lessons to the agreed-upon standards. Additionally, Universal Course Expectations have been shared with all teachers at the January 28th Professional Development day. All sites participated in professional development activities around the Universal Course Expectations and then had time to realign units and lessons to ensure students are getting the targeted support they need.
Action 1.2: All schools now offer a math pathway that includes Math Concepts (if needed), Integrated Mathematics 1A, Integrated Mathematics 1B, and SAI Integrated Mathematics 2. This provides two math pathways for our students in special education to complete the algebra requirement and beyond. Lexia is now being used at all five high schools in either their SAI English classes or their Academic Support for students needing additional reading curriculum and instruction.
Action 1.3: Bus passes and WiFi were provided to socioeconomically disadvantaged students as planned. Hygiene kits were provided to foster youth as planned.
Action 1.4: Dental services were offered at four school sites during the 2025-2026 school year. Two school sites did not offer dental services this school year due to low demand. The district will attempt to offer these services at all school sites next year.

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

Action 1.1: Expenditures were $15,450 lower than estimated due to hosting fewer professional development events than anticipated.
Action 1.2: Expenditures were $10,000 lower than estimated due to fully implementing this action the previous year and ongoing activities having no direct costs.
Action 1.3: Expenditures were $11,000 higher than estimated due to additional expenditures on hygiene kits for students.
Action 1.4: Expenditures were $6,242 lower than estimated due to a couple of school sites not hosting dental visits. All sites will host dental visits next year.

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

Action 1.1: Most schools administered all common assessments in English and mathematics at a 75% participation rate or better. Results from this year's common assessments are not yet considered complete or reliable enough to be used for program evaluation. In terms of CUHSD's overall instructional program, math performance improved for 9 out of 10 student groups, indicating a positive signal for the implementation of the common assessment work. ELA results improved in only 3 of 10 groups, with a slight overall decline. Science results improved for 7 out of 10 groups. The Hispanic student group improved across all three tests.
Action 1.2: Students with disabilities had improved outcomes on the English language arts, mathematics, and science state assessments (see Metric 1.5).
Action 1.3: Chronic absenteeism improved this year overall and for each of the targeted student groups (see Metric 1.8).
Action 1.4: Services were offered to 64 families, and 31% were socioeconomically disadvantaged, which was lower than last year.

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 1.2: Moving forward, this is being supported as part of the Instructional Alignment work in Action 1.1 across the district, rather than as a standalone project.

Action 1.4: No changes to the intention of this action item, though the reality of lower-than-anticipated participation resulted in a slightly smaller budget for next year of $5,000.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Alignment	Continue work with English and math departments and include Special Education teachers in the implementation of common assessments and monitoring of student progress on standards-based learning objectives.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		CUHSD will begin curriculum alignment work with the science department in 2024-2025. This initiative supports equity in learning for all students with attention to the needs of students with disabilities and Hispanic students by implementing common course expectations, common assessments, regular data reviews, and a multi-tiered system of support at all school sites. This work is informed by the findings of the CUHSD Educational Equity Audit and the recommendations of the Equity Blueprint Committee. This action addresses the California School Dashboard metrics that were in the Red, including: English Language Arts for students with disabilities, at the district level and also at the school level for Del Mar and Westmont; and English Language Arts for Hispanic/Latino students, at the district level and also at the school level for Prospect. This action item also addresses metrics in the Red for mathematics for students with disabilities, at the district level and also at the school level for Del Mar and Westmont; Hispanic/Latino students overall and also at the school level for Del Mar and Prospect; and socioeconomically disadvantaged students at Del Mar. Progress will be measured by metrics 1.4 and 1.5.		
1.2	Special Education Course Alignment and Interventions	This includes realignment of math course sequence to better align with graduation and A-G requirements and the addition of a reading intervention program that was piloted in 2023-2024 at Leigh High School and will be expanded to Del Mar and Westmont High Schools starting in 2024-2025. Progress will be measured by metrics 1.5 and 1.6. Moving forward, this is being supported as part of the Instructional Alignment work in Action 1.1 across the district, rather than as a standalone project.	$0.00	No
1.3	Equitable School Access	Providing equitable access to learning by providing materials to students who need them including WiFi and bus passes for socioeconomically disadvantaged students, as well as academic supports and hygiene kits for foster youth. Progress will be measured by metric 1.8.	$379,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Equitable access to healthcare	The District will partner with Big Smiles Dental to provide dental work and cleanings to students at our school sites. While any families can access the service, those with private insurance or MediCal will be billed accordingly. For socioeconomically disadvantaged students without access to private insurance or MediCal, the District will pay for the cost of up to 150 families. This was a new action in the 2024-2025 school year. Progress is measured by the number of families utilizing the service.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Emergent multilingual students' strengths and needs are fully understood and supported, with dedicated staff, training on how to promote students' language acquisition, and support programs to accelerate progress.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed as a result of the persistent low ratings on the California School Dashboard for English learners, achievement gaps in state assessment outcomes, and the recommendations of the Educational Equity Audit and Blueprint process that CUHSD completed in May 2023 through a partnership with The Education Trust-West. One of the major findings of this report was that English learners/emerging multilingual students were more likely than their peers to lack access to grade-level standards-aligned content, and were also less likely to access college preparatory coursework. CUHSD's Equity Blueprint Committee developed this as one of its five focus areas, which were included in the LCAP development process as each of the five primary goal areas.

The actions in this goal include providing support staff for emerging multilingual/English learner students, providing professional development to both certificated and classified staff, and providing additional opportunities for emerging multilingual students to accelerate their learning. The metrics include monitoring English proficiency on State assessments, the reclassification rate, and the percentage of students who are long-term English learners. As a whole, the actions and metrics included will achieve our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 2B. CAASPP Percent Meets/Exceeds (EAP Conditionally College Ready) in English language arts: • English learners	(2022-23) English learners: 3% Redesignated Fluent-English Proficient: 64%	(2023-24) English learners: 6.3% Redesignated Fluent-English Proficient: 62.1%	(2024-25) English learners: 3.9% Redesignated Fluent-English Proficient: 59.6%	English learners: 13% Redesignated Fluent-English Proficient: 69%	English learners: +0.9% Redesignated Fluent-English Proficient: -4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Redesignated Fluent English Proficient		Improved in 1 out of 2 metrics	Improved in 1 out of 2 metrics		
2.2	State Priority 4E. CA School Dashboard English Learner Progress Indicator - percentage of English learners making progress towards English language proficiency	(2022-23) 59.1%	(2023-24) 60.5% Improved	(2024-25) 62.3% Improved	(2025-26) 62.1%	+3.2%
2.3	State Priority 4F. English learner reclassification rate Source: CALPADS Census Day Enrollment	(2022-23) 28.5%	(2023-24) 31.9% Improved	(2024-25) 25.5% Declined	(2025-26) 33.5%	-3.0%
2.4	State Priority 4E. Percentage of English learners/emerging multilingual students that are long-term English learners (7+ years) Source: CALPADS Census Day Enrollment	(2023-24) 43.5%	(2024-25) 36.4% Improved	(2025-26) 31.1% Improved	(2026-27) 38.5%	-12.4%

Goal Analysis [2025-26]

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

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

Overall, the action items for Goal 2 were fully implemented during the 2025-2026 school year, as evidenced by the ongoing provision of newcomer services and the ELPAC academy.

Further details by action item are provided below:
Action 2.1: This action was implemented as intended, and CUHSD will continue to staff these positions.

Action 2.2: English language development (ELD) courses were staffed at a lower-than-average target student-to-teacher ratio and at newly specific rates by ELD course as follows: ELD 1 18:1, ELD 2 20:1, ELD 3 22:1, and ELD Enrichment 24:1.
Action 2.3: Teachers and administrators attended a QTEL conference, and classified staff training was provided to instructional aides. Bilingual Aides were staffed at each school site as intended.
Action 2.4: This program was implemented as intended, with the ratio of multilingual instructional aides closer to 30:1 at each school site.
Action 2.5: A newcomer bridge program is being provided and is growing.
Action 2.6: ELD Academies are being provided at all comprehensive high school sites to provide targeted English language development support for Emergent Multilingual students. The EM Teachers on Special Assignment serve as the primary instructors for the academies, with additional support from select trained teachers as needed. These academies provide support in alignment with the goal of student success on the ELPAC.

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.

Action 2.1: Expenditures were $66,081 higher than estimated due to increases in salaries and benefits.
Action 2.2: Expenditures were $136,918 higher than estimated due to hiring additional staff as a result of newly lowered student-to-teacher ratios in the English language development course.
Action 2.3: There was no material difference between estimated and actual expenditures.
Action 2.4: Expenditures were $768,384 higher than estimated due to additional hiring, lowering the student-to-aide ratio closer to 30-to-1.
Action 2.5: There was no material difference between estimated and actual expenditures.
Action 2.6: There was no material difference between estimated and actual expenditures.

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

Actions 2.1 to 2.5: Metrics indicate positive growth in terms of meeting state standards and the Dashboard English Learner Progress Indicator, signaling that these action items are effectively supporting our emergent multilingual students (see Metrics 2.1 and 2.2). The reclassification rate decreased (see Metric 2.3), and it will be closely monitored to ensure that students remain on track to reclassify during high school.
Action 2.6: The ELPAC Academy was effective in supporting long-term English learners in particular, contributing to a lower percentage of long-term English learners.

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 2.4: A higher budget is being estimated for this action item due to a smaller actual ratio of closer to 30:1 aides per emerging multilingual students, better than the original target of 50:1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing for Professional Development and Program Monitoring of Emerging Multilingual Students	This includes staffing such as Emerging Multilingual Teachers on Special Assignment (TOSA) supporting teachers with professional development at each school site, Ethnic Studies curriculum development for English Language Development courses, administrative support (site and District Office), and a progress monitoring tool (Ellevation). This action, along with the others under this goal, was developed to address the needs of English learners, which had performance results for English Language Arts and Mathematics on the California School Dashboard at the "Red" level overall for the district as well as at the school level for Del Mar, Prospect, and Westmont High Schools. Progress will be measured by metrics 2.1, 2.2, and 2.3.	$2,146,933.00	Yes
2.2	Strategic Classroom Sizing for English Language Development Courses	The District ensures a smaller classroom size for English Language Development (ELD) courses with a target student-to-teacher ratio of 25-to-1 or better. Progress will be measured by metrics 2.1, 2.2, and 2.3.	$1,974,841.00	Yes
2.3	Instructional Training to Support Emerging Multilingual Students	The District will increase its investment in effective training and professional development offerings to support teachers and classified staff in delivering instruction that targets the needs of emerging multilingual students, including the Quality Teaching for English Learners (QTEL) program and training on the English Language Performance Assessment for California (ELPAC) for instructional aides and other support staff. Progress will be measured by metrics 2.1, 2.2, and 2.3.	$178,000.00	Yes
2.4	Instructional Aides to Support Emerging Multilingual Students	The District will continue to provide bilingual instructional aides who to support emerging multilingual students at all school sites, with a target ratio of 50 students per aide or better. Progress will be measured by metrics 2.1, 2.2, and 2.3.	$1,436,057.00	Yes
2.5	Newcomer Supports	The District will continue to develop a program that supports newcomer students, including providing supplies and materials to students and	$46,000.00	No

Action #	Title	Description	Total Funds	Contributing
		offering a summer bridge program. The summer bridge program provides academic as well as socioemotional support for students who are new to the country. This will help to provide opportunities for students to practice English in a safe and welcoming environment, helping them to feel more included in the school community and build bonds with other students and adults. This action is not marked as contributing because it is not utilizing LCFF funds. Progress will be measured by metrics 2.1, 2.2, and 2.3.		
2.6	Long-Term English Learner Supports	The District will provide long-term English learner (LTEL) students with the opportunity to enroll in a winter English Language Proficiency Assessments for California (ELPAC) preparation program. Internal analysis of ELPAC results indicates that long-term English learners do not reclassify to fluent-English-proficient at the same rate as their peers. They are likely to show proficiency in speaking but tend to have low scores on the reading and writing sections of the ELPAC. This group of students is at particular risk of being off-track for graduation and A-G completion if they are not able to reclassify while they are in high school. This action directly addresses the needs of long-term English learners by providing a focused time for them to practice their English language skills in the weeks leading up to the ELPAC. This action is not marked as contributing because it does not utilize LCFF funds. This action was developed to address the needs of long-term English learners. Progress will be measured by metric 2.4.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students, especially students of color and multilingual students, attend schools where the staff more closely reflects student diversity, staff receive training on anti-bias and restorative practices, and socioemotional well-being is supported.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed as a result of the recommendations of the Educational Equity Audit and Blueprint process that CUHSD completed in May 2023 through a partnership with The Education Trust-West. One of the major findings of this report was that staff demographics tend not to reflect the demographics of our student population, and the implication was that student and adult relationships could be hindered by a lack of authentic understanding and connections. CUHSD's Equity Blueprint Committee developed this as one of its five focus areas, which were included in the LCAP development process as each of the five primary goal areas. Additionally, the California School Dashboard identified African American students and foster youth as Red on the suspension rate indicator, also highlighting a need to focus on developing a more robust focus on campus culture and socioemotional well-being.

The actions in this goal include providing a bilingual stipend to incentivize diverse staff recruitment, offering socioemotional wellness support to students through mental health staffing and a Community Schools pilot, staffing additional administrators to support discipline and other needs at two Title I schools, providing professional development in restorative practices, monitoring school culture and climate through surveys, and further elevating student voices in committees. The metrics include monitoring suspension rates, expulsion rates, and survey responses regarding feelings of safety and connectedness. As a whole, the actions and metrics included will achieve our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Priority 6A. Suspension rate (Goal is to reduce the rate among disproportionately high groups.)	(2023-2024) Through May 15, 2024 Overall: 2.4% African American/Black: 4.8%	(2024-2025) Through May 14, 2025 Overall: 1.9%	(2025-2026) Through May 18, 2026 Overall: 2.4%	(2026-2027) Overall: 1.9% African American/Black: 3.8%	 Overall: 0.0% African American / Black: -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian or Alaskan Native: 0.0% Asian: 0.2% Filipino: 1.8% Hispanic or Latinx: 4.8% Pacific Islander: 0.0% English Learners: 5.4% Foster Youth: 13.9% Homeless Youth: 6.3% Socioeconomically Disadvantaged: 4.5% Students with Disabilities: 7.0%	African American/Black: 6.1% American Indian or Alaskan Native: 0.0% Asian: 0.2% Filipino: 0.7% Hispanic or Latinx: 4.0% Pacific Islander: 5.6% English Learners: 6.0% Foster Youth: 10.5% Homeless Youth: 10.3% Socioeconomically Disadvantaged: 3.5% Students with Disabilities: 4.8% 7 out of 12 groups improved or were at 0%	African American/Black: 2.4% American Indian or Alaskan Native: 4.7% Asian: 0.4% Filipino: 0.6% Hispanic or Latinx: 5.0% Pacific Islander: 0.0% English Learners: 8.2% Foster Youth: 30.8% Homeless Youth: 8.8% Socioeconomically Disadvantaged: 4.5% Students with Disabilities: 2.4% 4 out of 12 groups improved or were at 0%	American Indian or Alaskan Native: 6.3% Asian: 0.2% Filipino: 0.0% Hispanic or Latinx: 2.0% Pacific Islander: 0.0% English Learners: 3.4% Foster Youth: 20.0% Homeless Youth: 2.4% Socioeconomically Disadvantaged: 2.3% Students with Disabilities: 3.1%	American Indian or Alaskan Native: +4.7% Asian: +0.2% Filipino: -1.2% Hispanic or Latinx: +0.2% Pacific Islander: 0.0% English Learners: +2.8% Foster Youth: +16.9% Homeless Youth: +2.5% Socioeconomically Disadvantaged: 0.0% Students with Disabilities: -4.6%
3.2	State Priority 6B. Expulsion rate (Goal is to reduce the rate among disproportionately high groups.)	(2023-24) Through May 15, 2024 Overall: 0.2% African American/Black: 0.0% American Indian or Alaskan Native: 0.0% Asian: 0.1% Filipino: 0.0%	(2024-2025) Through May 14, 2025 Overall: 0.1% African American/Black: 0.0%	(2025-2026) Through May 18, 2026 Overall: 0.1% African American/Black: 0.0%	(2026-2027) Overall: 0.1% African American/Black: 0.0% American Indian or Alaskan Native: 0.0% Asian: 0.1%	Overall: -0.1% African American/Black: No change (0.0%) American Indian or Alaskan Native: No change (0.0%) Asian: -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic or Latinx: 0.4% Pacific Islander: 0.0% English Learners: 0.1% Foster Youth: 0.0% Homeless Youth: 0.0% Socioeconomically Disadvantaged: 0.3% Students with Disabilities: 0.6%	American Indian or Alaskan Native: 0.0% Asian: 0.0% Filipino: 0.0% Hispanic or Latinx: 0.2% Pacific Islander: 0.0% English Learners: 0.4% Foster Youth: 2.6% Homeless Youth: 0.0% Socioeconomically Disadvantaged: 0.1% Students with Disabilities: 0.1% 10 out of 12 groups improved or were at 0%	American Indian or Alaskan Native: 0.0% Asian: 0.0% Filipino: 0.0% Hispanic or Latinx: 0.1% Pacific Islander: 0.0% English Learners: 0.1% Foster Youth: 0.0% Homeless Youth: 0.0% Socioeconomically Disadvantaged: 0.2% Students with Disabilities: 0.1%	Filipino: 0.0% Hispanic or Latinx: 0.3% Pacific Islander: 0.0% English Learners: 0.1% Foster Youth: 0.0% Homeless Youth: 0.0% Socioeconomically Disadvantaged: 0.2% Students with Disabilities: 0.4%	Filipino: No change (0.0%) Hispanic or Latinx: -0.2% Pacific Islander: No change (0.0%) English Learners: +0.3% Foster Youth: +2.6% Homeless Youth: No change (0.0%) Socioeconomically Disadvantaged: -0.2% Students with Disabilities: -0.5%
3.3	State Priority 6C. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness (WestEd CalSCHLS Surveys including California Healthy Kids Survey)	(2023-2024) Sense of Safety Agreed or Strongly Agreed Pupils: 59% Neutral, Agreed, or Strongly Agreed Pupils: 90% Agreed or Strongly Agreed Parents: 85%	(2024-2025) Sense of Safety Agreed or Strongly Agreed Pupils: 57% Neutral, Agreed, or Strongly Agreed Pupils: 90% Agreed or Strongly Agreed Parents: 89%	(2025-2026) Sense of Safety Agreed or Strongly Agreed Pupils: 64% Neutral, Agreed, or Strongly Agreed Pupils: 92% Agreed or Strongly Agreed Parents: 90%	(2026-2027) Sense of Safety Agreed or Strongly Agreed Pupils: 64% Neutral, Agreed, or Strongly Agreed Pupils: 90% Agreed or Strongly Agreed Parents: 90%	Sense of Safety Agreed or Strongly Agreed Pupils: +5% Neutral, Agreed, or Strongly Agreed Pupils: +2% Agreed or Strongly Agreed Parents: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Teachers: 92% Sense of Connectedness Agreed or Strongly Agreed Pupils: 57.9% Parents: 74% Teachers: 88%	Teachers: 91% Sense of Connectedness Agreed or Strongly Agreed Pupils: 52.6% Parents: 78% Teachers: 91% 2 out of 7 improved or met the goal	Teachers: 90% Sense of Connectedness Agreed or Strongly Agreed Pupils: 54.1% Parents: 78% Teachers: 91% 5 out of 7 improved or met the goal	Teachers: 92% Sense of Connectedness Agreed or Strongly Agreed Pupils: 63.9% Parents: 79% Teachers: 90%	Teachers: -2% Sense of Connectedness Agreed or Strongly Agreed Pupils: -3.8% Parents: +5% Teachers: +2%
3.4	New hire class of instructional and management staff reflects student population in terms of Hispanic/Latinx, African American, and Spanish bilingual.	(2023-24) Hispanic/Latinx: 16% African American: 2% Spanish bilingual: 18%	(2024-2025) Hispanic/Latinx: 24% African American: 5% Spanish bilingual: 7% 2 improved, 1 goal met	(2025-2026) Hispanic/Latinx: 19% African American: 3% Spanish bilingual: 13% 2 improved, 1 goal met	(2026-2027) Hispanic/Latinx: 35% or higher African American: 5% or higher Spanish bilingual: 23% or higher	Hispanic/Latinx: +3% African American: +1% Spanish bilingual: -5%
3.5	Student awareness of mental health supports including mental health staff. Source: Annual climate survey	(2023-2024) Student awareness of: Mental Health Counselors or social workers: N/A Wellness Center: 63% Unduplicated pupils: Student awareness of:	(2024-2025) Student awareness of: Mental Health Counselors or social workers (combined starting 2024-2025): 58% Wellness Center: 64%	(2025-2026) Student awareness of: Mental Health Counselors or social workers: 31% Wellness Center: 46% Unduplicated pupils:	(2026-2027) Student awareness of: Mental Health Counselors or social workers: 65% Wellness Center: 68% Unduplicated pupils:	Student awareness of: Mental Health Counselors or social workers: N/A Wellness Center: +2% Unduplicated pupils:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mental Health Counselors or social workers: N/A Wellness Center: 39%	Unduplicated pupils: Student awareness of: Mental Health Counselors or social workers: 40% Wellness Center: 44% Declined	Student awareness of: Mental Health Counselors or social workers: 32% Wellness Center: 46% Declined	Student awareness of: Mental Health Counselors or social workers: 45% Wellness Center: 45%	Student awareness of: Mental Health Counselors or social workers: N/A Wellness Center: +4%
3.6	Pupil survey response rate for Title I schools (WestEd CalSCHLS Surveys -California Healthy Kids Survey)	(2023-2024) Boynton: 81% Del Mar: 91% Prospect: 93% Westmont: 65% CUHSD unduplicated pupils: 79%	(2024-2025) Boynton: 98% Del Mar: 44% Prospect: 82% Westmont: 70% CUHSD unduplicated pupils: 70% 2 improved, 2 declined	(2025-2026) Boynton: 99% Del Mar: 62% Prospect: 83% Westmont: 75% CUHSD unduplicated pupils: 74% 4 sites improved	(2026-2027) Boynton: 85% Del Mar: 85% Prospect: 85% Westmont: 75% CUHSD unduplicated pupils: 80%	 Boynton: +18% Del Mar: -29% Prospect: -10% Westmont: +8% CUHSD unduplicated pupils: -5%

Goal Analysis [2025-26]

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

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

Action 3.1: The Human Resources team implements signing incentives for Spanish-bilingual certificated, CSEA, and management team members. Stipends are available for CSEA members who are bilingual in Spanish and management team members who are bilingual in Spanish, Chinese-Mandarin, or Korean.
Action 3.2: Mental health services were implemented as intended, and CUHSD will continue to offer these services.
Action 3.3: This action was discontinued.

Action 3.4: Surveys and student committees were implemented as intended. Students were included in several committees, including the Local Control and Accountability Committee, the Superintendent's Student Advisory Committee, and the LGBTQ+ Advisory Committee.
Action 3.5: Training was implemented as intended with School Leaders for Social Justice, now School Excellence Solutions. School leaders provided professional development to their staff on anti-bias practices during the 2025-2026 school year, based on the administrator program completed last year.
Action 3.6: Additional administrators (Assistant Principals) were staffed at Boynton High School and Del Mar High School as intended.
Action 3.7: The Human Resources Department has improved its hiring process to incorporate more student voice. Funds were spent to support existing structures that promote student voice, including the Superintendent's Student Advisory Committee and the LGBTQ+ Committee.

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

Action 3.1: Expenditures were $59,202 lower than estimated due to fewer staff being hired and being eligible for the language incentive than estimated.
Action 3.2: Expenditures were $181,508 higher than estimated due to higher salaries and contracted costs with CASSY for mental health counseling.
Action 3.3:This action was discontinued.
Action 3.4: Expenditures were $17,779 lower than estimated due to a midyear adjustment in the survey contract, resulting in paying for only half a year.
Action 3.5: There was no material difference between estimated and actual expenditures.
Action 3.6: Expenditures were $31,088 lower than estimated due to new staff with slightly less seniority and therefore lower salary costs.
Action 3.7: There was no material difference between estimated and actual expenditures.

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

Action 3.1: The percentage of staff in the newly hired cohort of teachers and certificated administrators more closely aligns with student demographics, but growth in diversity does not yet equal student diversity (see Metric 3.4).
Action 3.2: Awareness of services decreased, indicating that students may not have sufficient knowledge of programs to take advantage of them (see Metric 3.5).
Action 3.3: This action was discontinued.
Action 3.4: Four schools showed improvements in response rate over the previous year (see Metric 3.6).
Action 3.5: Suspension rates and expulsion rates improved for the majority of student groups. However, suspension rates are still disproportionately high for African American students and foster youth. Suspension rates for groups with red ratings at Branham High School declined, but increased at Boynton High School. These results indicate a positive overall impact of the anti-bias and restorative practices training. Boynton High School is pursuing additional training at its school site to expand staff knowledge of restorative practices, including teachers (see Metrics 3.1 and 3.2).
Action 3.6: Although overall suspension rates decreased for most student groups, preliminary suspension rates indicate an increase at Boynton and Del Mar High Schools. These results suggest that this action item may not be sufficient to sustain a consistent decline in suspension rates.

Action 3.7: This action is still under development in terms of Human Resources, including students in more hiring procedures, and there is no evidence of its efficacy yet.

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 3.1: The budget is being reduced to reflect lower anticipated hiring numbers next year.

Action 3.2: The District is not continuing to staff a centralized social worker, and the Director of Student Services and Intervention Specialist will absorb the responsibilities of centralized support for foster and homeless youth.

Action 3.5 was updated to include: Administrators have been directed to monitor expressions of hate speech or other derogatory behavior at school sites and to support staff in addressing and remediating these behaviors.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Diversifying Staff to Reflect Student Population	The District will provide a bilingual stipend for staff, specifically targeting the recruitment of Spanish and Mandarin speakers and will expand efforts to recruit at institutions with diverse populations to improve staff diversity to reflect the student population. Progress will be measured by metric 3.4.	$32,000.00	Yes
3.2	Supports for Socioemotional and Mental Health	The District will support mental health services at school sites including social workers, mental health counselors, crisis intervention supports, and supplemental Local Control Funding Formula costs pertaining to a social worker at Boynton High School, a Title 1 school, and the District Office to coordinate services across sites with a focus on foster youth and homeless students. Progress will be measured by metric 3.5. With a new allocation of LREBG funds, $67,000 will support multiple programs and partnerships. $40,000 will be used to partner with the City Peace Project, a local program that integrates socioemotional support into mentoring and behavioral enrichment programs. An additional $12,000 of LREBG funds will be used to bolster Wellness Center budgets, $15,000 of LREBG funds will be used to pay Social Worker and Counseling interns,	$1,270,136.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and an additional $12,820 in LREBG funds will go toward indirect salary costs. The allowable use associated with the LREBG funds is "integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs." Research that supports this action item includes a local analysis of the Annual Student Climate Survey conducted in April of 2026, showing that indicators of mental health have improved in CUHSD since these mental health supports were put into place following the COVID-19 pandemic school closures, above the rate of decline statewide. This indicates some effectiveness of the supports in place. In addition, there are several student groups that show much higher rates of mental health distress and may need ongoing and additional services, specifically LGBTQ+ youth.		
3.3	Community Schools (Discontinued)	The District will pilot a community school program at Del Mar High School with dedicated staffing and potentially expand this to another school site. This program will grow to include multiple partnerships with resource organizations throughout the community to support the holistic needs of our students and families. This program is funded through a grant by the State of California, with the 2024-2025 year being a planning year. Progress will be measured by metric 3.5. Due to the District not receiving an implementation grant from the State for the 2025-2026 school year, this item will not be continuing.	$0.00	No
3.4	Monitoring School Climate and Culture	The District will invest in systems to measure and monitor school climate and culture for students including WestEd surveys and ThoughtExchange to support the development of the Local Control and Accountability Plan. The District will also promote student voice through committees such as the Superintendent's Student Advisory Committee and representation on the Local Control and Accountability Plan Committee. These tools and processes will be used to promote positive changes resulting in improved	$29,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
		feelings of school connectedness. Progress will be measured by metric 3.6.		
3.5	Anti-Bias and Restorative Practices Training	The District will provide staff with training in best practices for anti-bias leadership and instructional practices and also provide training in effective disciplinary and restorative practices training to support a reduction in disproportionate suspension rates for African American students and foster youth, especially at Boynton and Branham High Schools. Administrators have been directed to monitor expressions of hate speech or other derogatory behavior at school sites and to support staff in addressing and remediating these behaviors. This action addresses the Red ratings on the Suspension Rate Indicator for foster youth and African American students at the district level, students with disabilities and African American students at Branham High School, and socioeconomically disadvantaged students and students with disabilities at Boynton High School. Progress will be measured by metrics 3.1 and 3.2.	$50,000.00	No
3.6	Additional Administrative Support at High Needs Schools	CUHSD provides additional assistant principals at Boynton and Del Mar High Schools above the base allocation to support student needs at the two schools with the highest percentage of students across the unduplicated student groups, which include socioeconomically disadvantaged, English learners, and foster youth. Progress will be measured by metrics 3.1 and 3.2.	$484,148.00	Yes
3.7	Student Voice	Recruiting students across school sites to include student voices in decision-making committees and interview panels, and developing interview questions in collaboration with the Human Resources Department. This action will enable students to have input on a variety of District initiatives, including staffing diversity efforts. This action has no direct costs because it will be accomplished using current staffing resources.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students and families will have equitable access to postsecondary planning, individualized guidance, and multiple pathways for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed as a result of the recommendations of the Educational Equity Audit and Blueprint process that CUHSD completed in May 2023 through a partnership with The Education Trust-West. One of the major findings of this report was that students need more equitable access to college and career pathways, including academic guidance support. Community surveys such as the ThoughtExchange and feedback from students in the Superintendent's Student Advisory Committee and via focus groups who inform updates by the Student Board Members also indicate the need for more time spent on individualized planning not only for high school but also for postsecondary success. CUHSD's Equity Blueprint Committee developed this as one of its five focus areas, which were included in the LCAP development process as each of the five primary goal areas. Additionally, CUHSD's data indicate large differences by student group in terms of the completion of A-G requirements needed to be eligible for the UC and CSU systems.

The actions in this goal include staffing additional school counselors, providing professional development to school counselors in best practices for college guidance and admissions, having AVID college preparation classes at three school sites, an International Baccalaureate program at Del Mar High School, continuing a partnership with the Silicon Valley Career Technical Education Center (SVCTE), and expanding opportunities for dual enrollment college courses to more students with IEPs. The metrics include monitoring the College/Career Indicator, graduation rates, dropout rates, and enrollment in college readiness courses. As a whole, the actions and metrics included will achieve our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	State Priority 8A. College/Career Indicator	(2022-23) All Students: 59.7%	(2023-2024) All Students: 61.9%	(2024-2025) All Students: 65%	(2025-2026) All Students: 61.7%	 All Students: +2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 21.1% Foster Youth: Not Available Homeless: 27.0% Socioeconomically Disadvantaged: 41.6% Students with Disabilities: 17.4% African American: 46.3% American Indian or Alaska Native: Not Available Asian: 88.0% Filipino: 50.0% Hispanic or Latinx: 36.1% Native Hawaiian or Pacific Islander: Not Available White: 70.2% Two or More Races: 70.1%	English Learners: 19.9% Foster Youth: Not Available Homeless: 9.1% Socioeconomically Disadvantaged: 43.6% Students with Disabilities: 15.4% African American: 58.9% American Indian or Alaska Native: Not Available Asian: 89.5% Filipino: 64.9% Hispanic or Latinx: 33.5% Native Hawaiian or Pacific Islander: Not Available White: 74.1% Two or More Races: 76.6% 7 out of 11 groups made gains	English Learners: 18.9% Foster Youth: % Homeless: 23.1% Socioeconomically Disadvantaged: 49.3% Students with Disabilities: 16.8% African American: 43.3% American Indian or Alaska Native: % Asian: 90.9% Filipino: 71.1% Hispanic or Latinx: 39.9% Native Hawaiian or Pacific Islander: % White: 76.1% Two or More Races: 80.5% 9 out of 11 groups made gains	English Learners: 26.1% Foster Youth: Not Available Homeless: 32.0% Socioeconomically Disadvantaged: 46.6% Students with Disabilities: 22.4% African American: 46.3% American Indian or Alaska Native: Not Available Asian: 89.0% Filipino: 53.0% Hispanic or Latinx: 41.1% Native Hawaiian or Pacific Islander: Not Available White: 71.2% Two or More Races: 71.1% 9 out of 11 groups made gains	English Learners: -1.2% Foster Youth: Not available Homeless: -17.9% Socioeconomically Disadvantaged: +2.0% Students with Disabilities: -2.0% African American: +12.6% American Indian or Alaska Native: Not available Asian: +1.5% Filipino: +14.9% Hispanic or Latinx: -2.6% Native Hawaiian or Pacific Islander: Not available White: +3.9% Two or More Races: +6.5%
4.2	State Priority 4B. A-G Completion Rates	(2022-23) All Students: 65.9% English Learners: 30.4% Foster Youth: Not Available Homeless: 37.0%	(2023-2024) All Students: 66.7% English Learners: 24.5% Foster Youth: Not Available Homeless: 16.1%	(2024-2025) All Students: 67.4% English Learners: 25.6% Foster Youth: Not Available Homeless: 39.3%	(2025-2026) All Students: 67.9% English Learners: 35.4% Foster Youth: Not Available Homeless: 42.0%	 All Students: +1.5 English Learners: -4.8 Foster Youth: Not Available Homeless: +2.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 46.4% Students with Disabilities: 21.2% African American: 54.9% American Indian or Alaska Native: Not Available Asian: 87.1% Filipino: 72.7% Hispanic or Latinx: 42.3% Native Hawaiian or Pacific Islander: Not Available White: 76.7% Two or More Races: 77.8%	Socioeconomically Disadvantaged: 48.5% Students with Disabilities: 18.1% African American: 70.6% American Indian or Alaska Native: Not Available Asian: 90.7% Filipino: 69.6% Hispanic or Latinx: 38.2% Native Hawaiian or Pacific Islander: 45.5% White: 77.2% Two or More Races: 80.0% 6 out of 11 groups made gains	Socioeconomically Disadvantaged: 52.3% Students with Disabilities: 20.4% African American: 53.7% American Indian or Alaska Native: Not Available Asian: 90.7% Filipino: 75.7% Hispanic or Latinx: 43.4% Native Hawaiian or Pacific Islander: Not Available White: 77.0% Two or More Races: 79.5% 8 out of 11 groups made gains	Socioeconomically Disadvantaged: 51.4% Students with Disabilities: 26.2% African American: 59.9% American Indian or Alaska Native: Not Available Asian: 88.1% Filipino: 73.7% Hispanic or Latinx: 47.3% Native Hawaiian or Pacific Islander: Not Available White: 77.7% Two or More Races: 78.8%	Socioeconomically Disadvantaged: +5.9 Students with Disabilities: -0.8 African American: -1.2 American Indian or Alaska Native: Not Available Asian: +3.6 Filipino: +3.0 Hispanic or Latinx: +1.1 Native Hawaiian or Pacific Islander: Not Available White: +0.3 Two or More Races: +1.7
4.3	State Priority 4C. Completed at Least one Career Technical Education (CTE) Pathway	(2022-23) All Students: 16.7% English Learners: 13.4% Foster Youth: Not available Homeless: 15.0% Socioeconomically Disadvantaged: 15.0% Students with Disabilities: 14.2% African American: 14.5%	(2023-2024) All Students: 20.2% English Learners: 14.1% Foster Youth: 0.0% Homeless: 10.9% Socioeconomically Disadvantaged: 18.5% Students with Disabilities: 18.3%	(2024-2025) All Students: 21.9% English Learners: 18.8% Foster Youth: Not available Homeless: 12.2% Socioeconomically Disadvantaged: 21.5% Students with Disabilities: 24.8%	(2025-2026) All Students: 17.7% English Learners: 14.4% Foster Youth: Not available Homeless: 16.0% Socioeconomically Disadvantaged: 16.0% Students with Disabilities: 15.2%	All Students: +5.2 English Learners: +5.4 Foster Youth: Not Available Homeless: -2.8 Socioeconomically Disadvantaged: +6.5 Students with Disabilities: +10.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian or Alaska Native: Not Available Asian: 14.9% Filipino: 6.3% Hispanic or Latinx: 16.0% Native Hawaiian or Pacific Islander: Not Available White: 19.3% Two or More Races: 20.6%	African American: 17.9% American Indian or Alaska Native: Not Available Asian: 17.8% Filipino: 15.8% Hispanic or Latinx: 18.7% Native Hawaiian or Pacific Islander: 27.3% White: 24.3% Two or More Races: 19.2% 9 out of 11 groups made gains	African American: 20.0% American Indian or Alaska Native: Not Available Asian: 18.6% Filipino: 18.4% Hispanic or Latinx: 22.9% Native Hawaiian or Pacific Islander: Not available White: 23.6% Two or More Races: 20.7% 9 out of 11 groups made gains	African American: 15.5% American Indian or Alaska Native: Not Available Asian: 15.9% Filipino: 11.3% Hispanic or Latinx: 17.0% Native Hawaiian or Pacific Islander: Not Available White: 20.3% Two or More Races: 21.6%	African American: +5.5 American Indian or Alaska Native: Not Available Asian: +3.7 Filipino: +12.1 Hispanic or Latinx: +6.9 Native Hawaiian or Pacific Islander: Not Available White: +4.3 Two or More Races: +0.1
4.4	State Priority 4D. Percent of graduates who completed A-G requirements and at least one Career Technical Education (CTE) pathway	(2022-23) All Students: 10.5% English Learners: 5.1% Foster Youth: Not Available Homeless: 5.0% Socioeconomically Disadvantaged: 6.6% Students with Disabilities: 2.5% African American: 9.1% American Indian or Alaska Native: Not Available Asian: 12.0% Filipino: 6.3% Hispanic or Latinx: 6.4%	(2023-2024) All Students: 12.5% English Learners: 3.1% Foster Youth: 0.0% Homeless: 4.3% Socioeconomically Disadvantaged: 7.8% Students with Disabilities: 3.7% African American: 8.9% American Indian or Alaska Native: 0.0%	(2024-2025) All Students: 14.0% English Learners: 5.9% Foster Youth: Not Available Homeless: 4.9% Socioeconomically Disadvantaged: 10.6% Students with Disabilities: 4.2% African American: 8.3% American Indian or Alaska Native: Not Available	(2025-2026) All Students: 11.5% English Learners: 7.1% Foster Youth: Not Available Homeless: 7.0% Socioeconomically Disadvantaged: 8.6% Students with Disabilities: 7.5% African American: 10.1% American Indian or Alaska Native: Not Available	All Students: +3.5 English Learners: +0.8 Foster Youth: Not Available Homeless: -0.1 Socioeconomically Disadvantaged: +4.0 Students with Disabilities: +1.7 African American: -0.8 American Indian or Alaska Native: Not Available Asian: +4.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native Hawaiian or Pacific Islander: Not Available White: 13.9% Two or More Races: 17.5%	Asian: 15.0% Filipino: 8.8% Hispanic or Latinx: 6.2% Native Hawaiian or Pacific Islander: 9.1% White: 18.4% Two or More Races: 16.2% 6 out of 11 groups made gains	Asian: 16.4% Filipino: 15.8% Hispanic or Latinx: 10.4% Native Hawaiian or Pacific Islander: Not Available White: 17.0% Two or More Races: 16.0% 8 out of 11 groups made gains	Asian: 12.0% Filipino: 8.3% Hispanic or Latinx: 8.4% Native Hawaiian or Pacific Islander: Not Available White: 14.9% Two or More Races: 18.5%	Filipino: +9.5 Hispanic or Latinx: +4.0 Native Hawaiian or Pacific Islander: Not Available White: +3.1 Two or More Races: -1.5
4.5	State Priority 4H. CAASPP Percent Meets/Exceeds (EAP Conditionally College Ready) in English language arts and math	(2022-23) English language arts All Students: 68.2% Students with disability: 21.6% Economically disadvantaged: 49.5% Reclassified fluent English proficient (RFEP): 64.1% English learner: 3.5% Black or African American: 65.3% American Indian or Alaska Native: Not available Asian: 90.0% Filipino: 72.2% Hispanic or Latinx: 42.3% Native Hawaiian or Pacific Islander: 63.6%	(2023-2024) English language arts All Students: 67.5% Students with disability: 22.0% Economically disadvantaged: 49.0% Reclassified fluent English proficient (RFEP): 62.1% English learner: 6.3% Black or African American: 39.2% American Indian or Alaska Native: Not available Asian: 89.5% Filipino: 71.4%	(2024-2025) English language arts All Students: 65.9% Students with disability: 18.4% Economically disadvantaged: 45.3% Reclassified fluent English proficient (RFEP): 59.6% English learner: 3.9% Black or African American: 42.6% American Indian or Alaska Native: Not available Asian: 85.7% Filipino: 70.2%	(2025-2026) English language arts All Students: 69.2% Students with disability: 31.6% Economically disadvantaged: 54.5% Reclassified fluent English proficient (RFEP): 66.1% English learner: 13.5% Black or African American: 67.3% American Indian or Alaska Native: Not available Asian: 91.0% Filipino: 77.2%	English Language Arts All Students: -2.3 Students with Disability: -3.2 Economically Disadvantaged: -4.2 Reclassified Fluent English Proficient (RFEP): -4.5 English Learner: +0.4 Black or African American: -22.7 American Indian or Alaska Native: Not Available Asian: -4.3 Filipino: -2.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 78.7% Two or more races: 83.1% Mathematics All Students: 48.6% Students with disability: 8.3% Economically disadvantaged: 24.4% Reclassified fluent English proficient (RFEP): 41.4% English learner: 2.7% Black or African American: 24.5% American Indian or Alaska Native: Not available Asian: 81.4% Filipino: 52.9% Hispanic or Latinx: 17.0% Native Hawaiian or Pacific Islander: 33.3% White: 59.8% Two or more races: 62.5%	Hispanic or Latinx: 44.4% Native Hawaiian or Pacific Islander: Not available White: 79.2% Two or more races: 80.1% Mathematics All Students: 46.7% Students with disability: 8.7% Economically disadvantaged: 22.2% Reclassified fluent English proficient (RFEP): 37.7% English learner: 5.6% Black or African American: 20.0% American Indian or Alaska Native: Not available Asian: 83.3% Filipino: 54.3% Hispanic or Latinx: 16.1% Native Hawaiian or Pacific Islander: Not available White: 56.3%	Hispanic or Latinx: 43.6% Native Hawaiian or Pacific Islander: Not available White: 77.1% Two or more races: 85.9% Mathematics All Students: 47.9% Students with disability: 13.2% Economically disadvantaged: 21.9% Reclassified fluent English proficient (RFEP): 38.4% English learner: 7.8% Black or African American: 23.9% American Indian or Alaska Native: Not available Asian: 81.1% Filipino: 48.9% Hispanic or Latinx: 16.0% Native Hawaiian or Pacific Islander: Not available White: 61.6%	Hispanic or Latinx: 52.3% Native Hawaiian or Pacific Islander: 65.6% White: 79.7% Two or more races: 84.1% Mathematics All Students: 50.6% Students with disability: 18.3% Economically disadvantaged: 34.4% Reclassified fluent English proficient (RFEP): 46.4% English learner: 12.7% Black or African American: 29.5% American Indian or Alaska Native: Not available Asian: 82.4% Filipino: 53.9% Hispanic or Latinx: 27.0% Native Hawaiian or Pacific Islander: 43.3% White: 60.8%	Hispanic or Latinx: +1.3 Native Hawaiian or Pacific Islander: Not Available White: -1.6 Two or More Races: +2.8 Mathematics All Students: -0.7 Students with Disability: +4.9 Economically Disadvantaged: -2.5 Reclassified Fluent English Proficient (RFEP): -3.0 English Learner: +5.1 Black or African American: -0.6 American Indian or Alaska Native: Not Available Asian: -0.3 Filipino: -4.0 Hispanic or Latinx: -1.0 Native Hawaiian or Pacific Islander: Not Available White: +1.8 Two or More Races: +5.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or more races: 58.6% 4 out of 11 groups improved in ELA 4 out of 11 groups improved in math	Two or more races: 67.5% 3 out of 11 groups improved in ELA 4 out of 11 groups improved in math	Two or more races: 63.5%	
4.6	State Priority 4G. Percent of pupils who have passed an advanced placement exam with a score of “3” or higher	(2022-23) 80% of AP tests with at least a 3 out of 5 30% of all students taking an AP test	(2023-2024) 84% of AP tests with at least a 3 out of 5 31% of all students taking an AP test	(2024-2025) 88% of AP tests with at least a 3 out of 5 31% of all students taking an AP test improved	(2025-2026) 81% of AP tests with at least a 3 out of 5 31% of all students taking an AP test	+8% of AP tests with at least a 3 out of 5 +1% of all students taking an AP test
4.7	State Priority 7A. Percent of students enrolled in an AP or IB course Percent of students enrolled in a CTE course Percent of students enrolled in a dual enrollment course	(2023-24) AP or IB Overall: 35.4% Socioeconomically disadvantaged: 21.2% English learners: 1.3% Students with disabilities: 4.9% African American: 24.8% Hispanic or Latinx: 18.1% CTE Overall: 41.9% Socioeconomically disadvantaged: 39.3% English learners: 26.3% Students with disabilities: 36.6%	(2024-2025) AP or IB Overall: 36.2% Socioeconomically disadvantaged: 23.5% English learners: 4.7% Students with disabilities: 6.2% African American: 24.9% Hispanic or Latinx: 20.0% CTE Overall: 42.9%	(2025-2026) AP or IB Overall: 37.0% Socioeconomically disadvantaged: 25.6% English learners: 7.1% Students with disabilities: 8.0% African American: 29.5% Hispanic or Latinx: 22.2% CTE Overall: 34.4%	(2026-2027) AP or IB Overall: 36.4% Socioeconomically disadvantaged: 26.2% English learners: 13.3% Students with disabilities: 14.9% African American: 29.8% Hispanic or Latinx: 28.1% CTE Overall: 42.9%	AP or IB Participation Overall: +1.6 Socioeconomically disadvantaged: +4.4 English learners: +5.8 Students with disabilities: +3.1 African American: +4.7 Hispanic or Latinx: +4.1 CTE Overall: -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 37.9% Hispanic or Latinx: 38.8% Dual Enrollment Overall: 6.8% Socioeconomically disadvantaged: 5.0% English learners: 1.5% Students with disabilities: 4.2% African American: 5.8% Hispanic or Latinx: 4.6%	Socioeconomically disadvantaged: 38.7% English learners: 22.7% Students with disabilities: 37.7% African American: 41.3% Hispanic or Latinx: 38.3% Dual Enrollment Overall: 6.9% Socioeconomically disadvantaged: 3.8% English learners: 1.1% Students with disabilities: 2.7% African American: 4.2% Hispanic or Latinx: 3.4% 10 out of 18 groups made gains	Socioeconomically disadvantaged: 29.6% English learners: 15.2% Students with disabilities: 26.5% African American: 36.1% Hispanic or Latinx: 28.9% Dual Enrollment Overall: 7.3% Socioeconomically disadvantaged: 5.3% English learners: 0.6% Students with disabilities: 4.0% African American: 7.6% Hispanic or Latinx: 4.5% 15 out of 18 groups made gains	Socioeconomically disadvantaged: 40.3% English learners: 31.3% Students with disabilities: 41.6% African American: 40.9% Hispanic or Latinx: 41.8% Dual Enrollment Overall: 8.8% Socioeconomically disadvantaged: 7.0% English learners: 4.0% Students with disabilities: 6.7% African American: 7.8% Hispanic or Latinx: 7.1%	Socioeconomically disadvantaged: -9.7% English learners: -11.1% Students with disabilities: -10.1% African American: -1.8% Hispanic or Latinx: -9.9% Dual Enrollment Participation Overall: +0.5 Socioeconomically disadvantaged: +0.3 English learners: -0.9 Students with disabilities: -0.2 African American: +1.8 Hispanic or Latinx: -0.1
4.8	State Priority 7B. Percent of students enrolled in an AVID course	(2023-24) Overall: 5.2% Socioeconomically disadvantaged: 9.0% English learners: 1.8% Students with disabilities: 1.2%	(2024-2025) Overall: 5.6% Socioeconomically disadvantaged: 9.1% English learners: 1.1%	(2024-2025) Overall: 5.8% Socioeconomically disadvantaged: 10.1% English learners: 0.7%	(2026-2027) Overall: 6.2% Socioeconomically disadvantaged: 10.0% English learners: 6.8%	 Overall: +0.4% Socioeconomically Disadvantaged: +0.1% English Learners: -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 14.1% Hispanic or Latinx: 9.4%	Students with disabilities: 1.6% African American: 12.9% Hispanic or Latinx: 10.0% 4 out of 6 groups made gains	Students with disabilities: 0.9% African American: 12.6% Hispanic or Latinx: 10.7% 3 out of 6 groups made gains	Students with disabilities: 6.2% African American: 15.1% Hispanic or Latinx: 10.4%	Students with Disabilities: +0.4% African American: -1.2% Hispanic or Latinx: +0.6%
4.9	State Priority 5E. Cohort graduation rate	(2022-23) Overall: 92.6% English Learners: 82.8% Foster Youth: Not available Homeless Youth: 73.0% Students with Disabilities: 77.2% Socioeconomically Disadvantaged: 89.2% African American: 94.4% American Indian or Alaska Native: Not available Asian: 97.3% Filipino: 95.7% Hispanic or Latinx: 88.2% Pacific Islander: Not available Two or More Races: 92.8% White: 94.6%	(2023-2024) Overall: 93.1% English Learners: 80.1% Foster Youth: Not available Homeless Youth: 68.9% Students with Disabilities: 81.9% Socioeconomically Disadvantaged: 89.3% African American: 92.7% American Indian or Alaska Native: Not available Asian: 98.1% Filipino: 98.2% Hispanic or Latinx: 86.2% Pacific Islander: 100% Two or More Races: 98.2% White: 96.1%	(2024-2025) Overall: 94.4% English Learners: 85.3% Foster Youth: Not available Homeless: 71.8% Socioeconomically Disadvantaged: 91.7% Students with Disabilities: 81.1% African American: 91.5% American Indian or Alaska Native: Not available Asian: 98.2% Filipino: 97.4% Hispanic or Latinx: 89.8% Native Hawaiian or Pacific Islander: Not available White: 96.9% Two or More Races: 98.2%	(2025-2026) Overall: 93.6% English Learners: 87.8% Foster Youth: Not available Homeless Youth: 83.0% Students with Disabilities: 87.2% Socioeconomically Disadvantaged: 90.2% African American: 95.4% American Indian or Alaska Native: Not available Asian: 98.3% Filipino: 96.7% Hispanic or Latinx: 89.2% Pacific Islander: Not available Two or More Races: 93.8% White: 95.6%	Overall: +0.5% English Learners: -2.7% Foster Youth: Not available in both years Homeless Youth: -4.1% Students with Disabilities: +4.7% Socioeconomically Disadvantaged: +0.1% African American: -1.7% American Indian or Alaska Native: Not available in both years Asian: +0.8% Filipino: +2.5% Hispanic or Latinx: -2.0% Pacific Islander: Not available (2022-2023 missing)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8 out of 12 groups made gains or were at 100%	9 out of 11 groups made gains		Two or More Races: +5.4% White: +1.5%
4.10	State Priority 5D. Cohort dropout rate	(2022-2023) Overall: 3.0% English Learners: 7.0% Foster Youth: Not available Homeless Youth: 13.5% Students with Disabilities: 6.5% Socioeconomically Disadvantaged: 3.7% African American: 3.7% American Indian or Alaska Native: Not available Asian: 0.5% Filipino: 2.2% Hispanic or Latinx: 4.3% Pacific Islander: Not available Two or More Races: 4.1% White: 2.8%	(2023-2024) Overall: 2.2% English Learners: 8.7% Foster Youth: Not available Homeless Youth: 15.6% Students with Disabilities: 5.1% Socioeconomically Disadvantaged: 3.4% African American: 1.8% American Indian or Alaska Native: Not available Asian: 0.0% Filipino: 0.0% Hispanic or Latinx: 5.1% Pacific Islander: 0.0% Two or More Races: 0.6% White: 0.6% 9 out of 12 groups improved or were at 0%	(2024-2025) Overall: 2.3% English Learners: 6.9% Foster Youth: Not available Homeless Youth: 12.8% Students with Disabilities: 6.3% Socioeconomically Disadvantaged: 3.3% African American: 1.7% American Indian or Alaska Native: Not available Asian: 0.0% Filipino: 2.6% Hispanic or Latinx: 4.6% Pacific Islander: Not available Two or More Races: 1.5% White: 1.2% 9 out of 12 groups improved or were at 0%	(2025-2026) Overall: 2.5% English Learners: 5.0% Foster Youth: Not available Homeless Youth: 8.5% Students with Disabilities: 4.5% Socioeconomically Disadvantaged: 2.7% African American: 2.7% American Indian or Alaska Native: Not available Asian: 0.5% Filipino: 1.7% Hispanic or Latinx: 3.3% Pacific Islander: Not available Two or More Races: 3.1% White: 2.3%	Overall: -0.8% English Learners: +1.7% Foster Youth: Not available in both years Homeless Youth: +2.1% Students with Disabilities: -1.4% Socioeconomically Disadvantaged: -0.3% African American: -1.9% American Indian or Alaska Native: Not available in both years Asian: -0.5% Filipino: -2.2% Hispanic or Latinx: +0.8% Pacific Islander: Not available (2022-2023 missing) Two or More Races: -3.5% White: -2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	State Priority 7A. Local survey question: "An adult at my high school has helped me with a plan for post-high school education/training"	(2023-2024) All students: 58.9%	(2024-2025) All students: 63.0%	(2025-2026) All students: 61.0%	(2026-2027) All students: 63.9%	 All Students: +2.1%

Goal Analysis [2025-26]

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

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

Action 4.1: College-readiness programs were implemented as intended, with AVID courses offered at three school sites, an IB program at Del Mar High School, and college field trips provided at each site. Site teams will go to the AVID Summer Institute in June 2026.
Action 4.2: Counselors attended the NACAC and ASCA Conferences this year, and all of the counselors received Siras (504) training.
Action 4.3: The lowered counselor-to-student ratio was maintained as intended. Counselors were trained in ASCA model implementation and are building one-to-one work with each student into their counselor calendar.
Action 4.4: Implemented as intended, with summer school held at one site during the summer of 2025 and planned to be held at one site in 2026. Westmont High School held a math recovery section. Edgenuity is also offered districtwide, year-round, as an option.
Action 4.5: Implemented as intended with a partnership with SVCTE and career technical education pathways offered at each school site.
Action 4.6: All activities were implemented as intended, including training Counselors on the alternate diploma and graduation waivers, SVCTE field trips, and training Case Managers.
Action 4.7: Sites offered some college and career support, including college field trips targeting AVID students and emerging multilingual students, though not to the extent that was anticipated.

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.

Action 4.1: Expenditures were $278,836 higher than estimated due to increases in salaries and benefits and an expanded set of courses at Del Mar High School for the International Baccalaureate program.
Action 4.2: Expenditures were $12,787 higher than estimated due to costs for the National Association for College Admission Counseling (NACAC) conference, which was necessary to support counselors in accessing the most current information about trends in college counseling.
Action 4.3: Expenditures were $90,400 higher than estimated due to increases in salaries and benefits.
Action 4.4: Expenditures were $222,277 higher than estimated due to increases in salaries and benefits, as well as offering more credit recovery course opportunities than estimated during the year.
Action 4.5: Expenditures were $101,411 higher than estimated due to increases in salaries and benefits.
Action 4.6: There was no material difference between estimated and actual expenditures.

Action 4.7: Expenditures were $58,037 lower than estimated due to a lower number of field trips and academic support opportunities planned by sites than were anticipated.
Action 4.8: There was no material difference between estimated and actual expenditures.

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

Action 4.1: Most student groups made improvements with AP or IB courses, CTE courses, dual enrollment courses, and AVID course enrollment. This indicates effective progress on the action item (see Metric 4.7).
Action 4.2 and 4.3: There was an increase in the percentage of students who agreed that an adult helped them plan for post-high school opportunities, indicating that these actions were effective (see Metric 4.11).
Action 4.4: A majority of student groups made progress on graduation rate, indicating the effectiveness of this action item (see Metric 4.9).
Action 4.5: Most student groups made gains in completing at least one career technical education (CTE) pathway, indicating the effectiveness of this action item (see Metric 4.3).
Action 4.6: While the College and Career Indicator did not improve for students with disabilities (see Metric 4.1), the Graduation Rate Indicator did improve (see Metric 4.9). At Prospect High School, the College/Career Indicator was Yellow for students with disabilities, and at Del Mar High School, the Graduation Rate Indicator was Yellow for those students. These results indicate some positive outcomes, but more work is needed to improve college and career preparedness.
Action 4.7: A slight majority of student groups made progress on the College and Career Indicator (see Metric 4.1), indicating modest effectiveness, though more efforts will need to be made to reach the goal for this action item.

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 4.4: CUHSD no longer offers inter-session credit recovery, and has expanded the availability of credit recovery throughout the year with the use of CUHSD teachers supervising students in Edgenuity courses.
Action 4.5: The District is working on a patient care pathway at Del Mar High School, including a dual enrollment component in partnership with West Valley Community College, and will launch the first course in 2026-2027.
Action 4.6: Case Managers will be using the California College Guidance Initiative instead of Naviance for career assessments, allowing them to track student progress.
Action 4.8: The District will be using a new analytics platform, Schoolytics, to support counselors in monitoring students for support. The total estimated budget has been updated accordingly.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College Readiness Programs for Target Populations	The District provides multiple pathways and opportunities for college and career readiness targeting socioeconomically disadvantaged students. This includes a college study skills program called Advancement via Individual Determination (AVID), which is provided through courses at three school sites and professional development available to instructional staff at all sites. The District also supports a college-ready diploma pathway called the International Baccalaureate (IB) program housed at Del Mar High School. Progress will be measured by metrics 4.7 and 4.8.	$2,368,084.00	Yes
4.2	Training in College and Career Educational Plans for Students	The District will provide training to all school counselors, including training in model practices from the American School Counselors Association (ASCA) and the National Association for College Admission Counseling (NACAC). Additionally, training will be provided on college planning tools, including Naviance and the California College Guidance Initiative. This action item addresses achievement gaps in our College/Career Indicator metric and will address the Very Low ratings on the College/Career Indicator at Boynton overall and for the following student groups: Hispanic/Latinx, English learners, and socioeconomically disadvantaged. Progress will be measured by metric 4.11. With a new allocation of LREBG funds, $45,000 will be used to support programs that encourage and help underrepresented student groups take AP/IB courses by sending Counselors to the ASCA and NACAC conference. There will be a focus on Del Mar High School, which has the greatest need among the comprehensive high schools based on its graduation and A-G rates, and all of its Counselors will attend the conference. The allowable use associated with the LREBG funds is "integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs." Research supporting this action includes analysis of the Annual Student Climate Survey results, which show that the percentage of students who	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		say "An adult at my high school has helped me with a plan for post-high school education/training" (Metric 4.11) has stagnated and dropped slightly to 61%. Additionally, a Career Technical Education Survey conducted in the Fall Semester of 2025 found that most students want to attend college and believe that "a college education is necessary for success in today's workforce."		
4.3	Additional School Counselors	Staffing additional school counselors to lower the student-to-counselor ratio to 1 counselor per 325 students. Hiring additional counselors supports the work of providing all students with individualized plans for high school and beyond. Progress will be measured by metric 4.11.	$1,550,870.00	No
4.4	Credit Recovery	Offer a credit recovery program to support students in graduating on time and with A-G requirements met. This includes after-school grade recovery, within-school-year credit recovery online, and summer school. Progress will be measured by metric 4.4. With a new allocation of LREBG funds, $50,000 will be used as part of the total for this action to provide students with online credit-recovery opportunities. The allowable use associated with LREBG funds is "Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility." Research supporting this action includes analyses of graduation rates (Metric 4.9) and A-G completion rates (Metric 4.2), showing that while graduation rates have increased in recent years, there is a large gap of about 30 percentage points between graduation rates and A-G completion rates. Additionally, there are large and persistent gaps between student groups.	$904,000.00	No
4.5	Career Technical Education	Continue career technical education programs and further articulate and align with the needs of our regional economy, including an ongoing partnership with the Silicon Valley Career Technical Education Center (SVCTE). Progress will be measured by metric 4.3.	$2,229,642.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	College and Career Readiness Supports for Students with IEPs	The District will support students with an Individualized Education Plan (IEP) by providing instructional support to help them stay on track for the alternate diploma for students with disabilities, promoting dual enrollment courses such as the Learning Strategy class at West Valley specifically for students with IEPs, field trips to SVCTE, training Case Managers on Naviance to do career interest assessments, and work to expand dual enrollment course opportunities specifically at Prospect High School. This action has no direct costs because the work will be conducted by staff currently employed by the District as part of their regular duties. Expanding dual enrollment courses, especially at Prospect High School, will address the Very Low rating that students with IEPs had for the College/Career Indicator. The work to help more students with IEPs achieve the alternate diploma will address the Red rating on the Graduation Rate Indicator at Del Mar High School. Progress will be measured by metrics 4.1 and 4.9.	$0.00	No
4.7	Site supplemental funds for college and career supports	Each school site receives a prorated supplemental funding amount to be used for providing additional opportunities that target students in the unduplicated student groups (socioeconomically disadvantaged, English learners, or foster youth) regarding college and career readiness. These opportunities are often focused on college field trips and AVID-related enrichment to support best practices in study skills for college readiness. Progress will be measured by metrics 4.1 and 4.2.	$134,828.00	Yes
4.8	College and career planning support systems	College and career planning support systems including Naviance and CCGI will be used by counselors to standardize practices, including career readiness assessments, transcript reviews, and college applications.	$110,480.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All families will be engaged in district and school communities as a result of relevant student and family events, dedicated staff to support family engagement, and communication tools that reduce barriers.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed through consultation and coordination with our full community as a result of the CUHSD Educational Equity Audit and Blueprint that was completed in May 2023 through a partnership with The Education Trust-West. The recommendations from the report included a need to further improve opportunities for authentic and engaging family involvement. Ongoing work with an Equity Blueprint Committee during the 2024-2025 school year identified this as a major focus area and helped to launch a Family Engagement Plan committee. As part of the development process for the 2024-2025 Local Control and Accountability Plan, goals were aligned with the recommendations of the Educational Equity Audit and Blueprint. Metrics and action items in this goal area were further informed by feedback from the Family Engagement Plan Committee and the Local Control and Accountability Plan Committee.

The actions in this goal include staffing community liaisons at each school site, offering parent education events, and providing translation support to better communicate with all families. The metrics include parent survey items regarding satisfaction with school engagement and communications, as well as the number of parent education and engagement events occurring at school sites. As a whole, the actions and metrics included will achieve our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	State Priority 3A. Percent of parents who strongly agree that their school actively seeks the input of parents before making important decisions. Source: WestEd	(2023-2024) All Parents: 20% Strongly Agree Parents of Emerging Multilingual	(2024-2025) All Parents: 22% Strongly Agree Parents of Emerging	(2025-2026) All Parents: 27% Strongly Agree Parents of Emerging	(2026-2027) All Parents: 25% Strongly Agree Parents of Emerging	 All Parents: +7% Strongly Agree Parents of Emerging

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CalSCHLS Parent Survey	Students/English Learners: 47% Parents of Students with Disabilities: 30%	Multilingual Students/English Learners: 53% Parents of Students with Disabilities: 28%	Multilingual Students/English Learners: 52% Parents of Students with Disabilities: 30% improved	Multilingual Students/English Learners: 50% Parents of Students with Disabilities: 33%	Multilingual Students/English Learners: +5% Parents of Students with Disabilities: 0%
5.2	State Priority 3A. Percent of parents who strongly agree that parents feel welcome to participate at this school. Source: WestEd CalSCHLS Parent Survey	(2023-2024) 22% Strongly Agree	(2024-2025) 25% Strongly Agree	(2025-2026) 30% Strongly Agree	(2026-2027) 27% Strongly Agree	 +8% Strongly Agree
5.3	State Priority 3A. Percent of parents reporting positively on the survey key indicator regarding communication with parents about school. Percent of parents satisfied that documents are available in their home language. Source: WestEd CalSCHLS Parent Survey	(2023-2024) Communication from school: All Parents: 32% Parents of Emerging Multilingual Students/English Learners: 56% Documents in Home Language: 80%	(2024-2025) Communication from school: All Parents: 36% Parents of Emerging Multilingual Students/English Learners: 49% Documents in Home Language: 80%	(2025-2026) Communication from school: All Parents: 36% Parents of Emerging Multilingual Students/English Learners: 47% Documents in Home Language: 83%	(2026-2027) Communication from school: All Parents: 35% Parents of Emerging Multilingual Students/English Learners: 59% Documents in Home Language: 83%	 Communication from school: All Parents: +4% Parents of Emerging Multilingual Students/English Learners: -7% Documents in Home Language: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	State Priority 3B. Number of DELAC, ELAC, and additional parents meetings that meet the needs of multilingual and emerging multilingual families	(2023-24) 4 DELAC meetings 30 ELAC meetings 6 Familias Unidos/as meetings and 7 PIQE meetings across school sites for a total of 13	(2024-2025) 4 DELAC meetings 25 ELAC meetings 41 Familias Unidos/as meetings and 10 PIQE meetings across school sites for a total of 51	(2025-2026) 4 DELAC meetings 25 ELAC meetings 41 Familias Unidos/as meetings and 10 PIQE meetings across school sites for a total of 51	(2026-2027) 4 DELAC meetings 30 ELAC meetings 25 sessions across school sites including Padres Unidos and PIQE	 0 DELAC meetings -5 ELAC meetings +35 sessions across school sites including Padres Unidos and PIQE
5.5	State Priority 3A. Percent of parents who participate in the parent survey. Source: WestEd CalSCHLS Parent Survey	(2023-2024) 32%	(2024-2025) 15%	(2025-2026) 17%	(2026-2027) 37%	 -15%

Goal Analysis [2025-26]

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

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

Action 5.1: Implemented as intended with a dedicated community liaison per high school.
Action 5.2: Each comprehensive high school site offered PIQE and other family engagement programming.
Action 5.3: Every school site was provided access to translation services for documents and live translation needs.

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.

Action 5.1: Expenditures were $209,040 higher than estimated due to increases in salaries and benefits.
Action 5.2: Expenditures were $30,075 lower than estimated due to hosting fewer family engagement events than anticipated with contracted groups.
Action 5.3: Expenditures were $4,250 higher than estimated due to a higher demand for translation services than was anticipated, particularly for translating student assessments.

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

Action 5.1: The majority of emerging multilingual families agreed that their sites sought their input before making important decisions. However, the percentage of parents participating in the climate survey declined. These results indicate that the action may be effective, but more efforts should be made to improve parent participation rates (see Metric 5.5).
Action 5.2: There was a large increase in the number of parent engagement meetings held across school sites compared to the base year, highlighting the effectiveness of this action (see Metric 5.4).
Action 5.3: A higher percentage of parents strongly agreed that they felt supported by school communications; there was a decline with emergent multilingual families. The same percentage agreed that documents are available in their home language. This action item has been somewhat effective, but needs to home in further on the needs of multilingual families (see Metric 5.3).

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 5.1: Further centralizing management of community liaison work in the 2026-2027 school year.
Action 5.2: Some sites will not continue with PIQE and use other services such as the City Peace Project. Parent University will continue to be offered. Some sites will also shift programming toward field trips that include families.
Action 5.3: The District will continue to contract with external vendors to support schools with their translation needs. Estimated costs decrease to $60,000 due to a reduced anticipated need, given that costs were especially high in 2025-2026 due to the need to translate interim assessments.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Community Engagement Support	The District supports staffing to promote authentic and sustained family involvement including Spanish bilingual community liaisons at each high school, a communications coordinator, and centralized office supports. These staff members proactively communicate with families and help to create a welcoming environment on campus. Progress will be measured by metrics 5.1, 5.2, 5.3, and 5.5.	$827,168.00	Yes
5.2	Family Engagement and Educational Events	The District supports programs that target multilingual, English learners, and socioeconomically disadvantaged students and families, including the Parent Institute for Quality Education (PIQE), Parent University, and locally designed events at all school sites. These programs provide families with information about the education system and how to effectively support their	$41,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students through their active involvement. PIQE and Parent University are available in English and Spanish. Progress will be measured by metric 5.4.		
5.3	Communication Supports	The District will continue to provide tools that enable multilingual translations for communications, including a program for providing live translations for staff and family meetings, such as IEPs, through a partnership with LanguageLine. As part of the implementation of the Family Engagement Plan, communication strategies will be further developed in collaboration with administrators, community liaisons, and family members. Progress will be measured by metric 5.3.	$60,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 2027, Boynton High School will reduce the number of suspensions and increase the graduation rate, as well as the percentage of students who are college and career ready, as measured by the California School Dashboard. Due to red ratings on the 2025 California School Dashboard in English Language Arts and Mathematics, these metrics were added as areas for improvement aligned with this goal.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Boynton High School was identified for additional support and funding through the Local Control Funding Formula Equity Multiplier program because it had a prior year non-stability rate greater than 25 percent and a prior year socioeconomically disadvantaged pupil rate greater than 70 percent. Boynton High School was Red in several areas on the California School Dashboard, including Suspension Rate, Graduation Rate, and the College/Career Indicator on the 2023 Dashboard, and for Mathematics and the College/Career Indicator on the 2024 Dashboard. The school will plan to spend new Equity Multiplier funds during the 2026-2027 school year.

This goal included relevant consultation with education partners, including Boynton High School staff, who met with administrators during the 2024-2025 school year to identify priorities for spending. Boynton High School administrators consulted with their community in developing the action items and budget for the use of Equity Multiplier Funds. Parents were engaged in a focus group for input on the Equity Multiplier Funds on February 13, 2025, during their Spring Semester student orientation. The parents expressed that they find it beneficial that the school supplies all of the materials required for school to their students, such as a Chromebook in school, paper, pens, markers, notebooks, and any other materials and supplies required for class. The Principal engaged parents at the ELAC meeting held on April 1, 2025, about the LCAP goals and input about the budget, including how to spend the Equity Multiplier Funds. Boynton's DELAC representatives and ELAC parents expressed interest in having more events and activities at Boynton to build a stronger sense of community. They agreed that a community liaison was beneficial at Boynton. The parents made several recommendations for the Equity Multiplier Funds to the School Site Council.

Parents said that they wanted to see funds allocated to participate in college field trips with their students. Parents also wanted the school to continue to offer the tutoring center after school, and expressed that they liked the phone calls notifying them that their student needed to stay for the tutoring center. Parents also felt that offering credit recovery classes after school was beneficial for all students. Parents

expressed interest in parenting classes or an opportunity to talk about how to have better communication with their students. They want to create a community of Boynton parents who meet to provide support for one another and share ideas.

Boynton's School Site Council met on April 15, 2025, and approved the School Plan for Student Achievement; at this meeting, the overall school budget was also discussed and reviewed. The School Site Council reviewed and approved the recommendations from ELAC.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Boynton High School College/Career Indicator for Prepared Source: California School Dashboard	(2022-2023) Overall: 0.8% African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: 1.0% Pacific Islander: Not available White: 0.0% English Learners: 0.0% Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: 0.9% Students with Disabilities: 0.0%	(2023-2024) Overall: 2.3% African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: 1.9% Pacific Islander: Not available White: 0.0% English Learners: 4.3% Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: 2.5%	(2024-2025) Overall: 4.5% African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: 5.5% Pacific Islander: Not available White: Not available English Learners: 0.0% Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: 5.0%	(2025-2026) Overall: 5.8% African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: 6.0% Pacific Islander: Not available White: 5.0% English Learners: 5.0% Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: 5.9%	Overall: +3.7% African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: +4.5% Pacific Islander: Not available White: Not available English Learners: 0.0% Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: +4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 0.0% 4 out of 6 groups improved	Students with Disabilities: 0.0% 3 out of 5 groups improved	Students with Disabilities: 5.0%	Students with Disabilities: 0.0%
6.2	Boynton High School Graduation Rate Source: California School Dashboard	(2022-2023) Overall: 66.9% African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: 70.4% Pacific Islander: Not available White: 61.9% English Learners: 75% Foster Youth: Not available Homeless Youth: 75% Socioeconomically Disadvantaged: 68% Students with Disabilities: 61.9%	(2023-2024) Overall: 73.3% African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: 72.6% Pacific Islander: Not available White: 69.2% English Learners: 78.7% Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: 72.9% Students with Disabilities: 86.4%	(2024-2025) Overall: 83.7% African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: 83.1% Pacific Islander: Not available White: Not available English Learners: 88.6% Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: 82.1% Students with Disabilities: 61.5%	(2025-2026) Overall: 71.9% African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: 70.4% Pacific Islander: Not available White: 61.9% English Learners: 75% Foster Youth: Not available Homeless Youth: 75% Socioeconomically Disadvantaged: 68% Students with Disabilities: 61.9%	Overall: +16.8% African American/Black: Not available in both years American Indian or Alaskan Native: Not available in both years Asian: Not available in both years Filipino: Not available in both years Hispanic/Latinx: +12.7% Pacific Islander: Not available in both years White: Not available in both years English Learners: +13.6% Foster Youth: Not available in both years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6 out of 6 groups improved	4 out of 5 groups improved		Homeless Youth: Not available in both years Socioeconomically Disadvantaged: +14.1% Students with Disabilities: -0.4%
6.3	Boynton High School Suspension Rate Source: Local data	(2023-2024) Through May 15, 2024 Overall: 7.8% African American/Black: 0.0% American Indian or Alaskan Native: 0.0% Asian: 16.7% Filipino: 0.0% Hispanic/Latinx: 8.1% Pacific Islander: 0.0% English Learners: 3.0% Foster Youth: 0.0% Homeless Youth: 0.0% Socioeconomically Disadvantaged: 8.0% Students with Disabilities: 19.4%	(2024-2025) Through May 14, 2025 Overall: 8.0% African American/Black: 0.0% American Indian or Alaskan Native: Not available Asian: 0.0% Filipino: Not Available Hispanic/Latinx: 8.5% Pacific Islander: 0.0% English Learners: 5.6% Foster Youth: 0.0% Homeless Youth: 16.7% Socioeconomically Disadvantaged: 5.2% Students with Disabilities: 9.1%	(2025-2026) Through May 18, 2026 Overall: 7.1% African American/Black: 11.1% American Indian or Alaskan Native: 0.0% Asian: 0.0% Filipino: 0.0% Hispanic/Latinx: 6.3% Pacific Islander: 0.0% English Learners: 4.2% Foster Youth: 0.0% Homeless Youth: 33.3% Socioeconomically Disadvantaged: 7.3% Students with Disabilities: 8.8%	(2026-2027) Overall: 5.8% African American/Black: 0.0% American Indian or Alaskan Native: 0.0% Asian: 6.7% Filipino: 0.0% Hispanic/Latinx: 6.1% Pacific Islander: 0.0% English Learners: 2.5% Foster Youth: 0.0% Homeless Youth: 0.0% Socioeconomically Disadvantaged: 6.0% Students with Disabilities: 9.4%	Overall: -0.7% African American/Black: -11.1% American Indian or Alaskan Native: 0.0 Asian: -16.7% Filipino: Not available Hispanic/Latinx: -1.8% Pacific Islander: 0.0% English Learners: +1.2% Foster Youth: 0.0% Homeless Youth: +33.3% Socioeconomically Disadvantaged: -0.7% Students with Disabilities: -10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7 out of 10 groups with data improved	7 out of 10 groups with data improved or remained at 0%		
6.4	Boynton High School Mathematics Indicator (new in 2024-2025) Source: California School Dashboard	(2023-2024) Overall: -187 African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: -196.9 Pacific Islander: Not available English Learners: -241.9 Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: -198.7 Students with Disabilities: Not available		(2024-2025) Overall: -193.5 African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: -195.3 Pacific Islander: Not available English Learners: -201.7 Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: -198.7 Students with Disabilities: -172.8	(2025-2026) Overall: -61.9 African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: -68.1 Pacific Islander: Not available English Learners: -118.4 Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: -50.1 Students with Disabilities: Not available	Overall: -6.5 African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: +1.6 Pacific Islander: Not available English Learners: +40.2 Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: +2.3 Students with Disabilities: Not available
6.5	Boynton High School English Language Arts Indicator (new in 2025-2026)	(2024-2025) Overall: -100.9 African American/Black: Not available			(2025-2026) Overall: -70.9	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: -109.2 Pacific Islander: Not available English Learners: -117.5 Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: -112.1 Students with Disabilities: -99.8			African American/Black: Not available American Indian or Alaskan Native: Not available Asian: Not available Filipino: Not available Hispanic/Latinx: -79.2 Pacific Islander: Not available English Learners: -87.5 Foster Youth: Not available Homeless Youth: Not available Socioeconomically Disadvantaged: -82.1 Students with Disabilities: -69.8	

Goal Analysis [2025-26]

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

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

Action 6.1: The community liaison has been a valuable addition to Boynton High School.
Action 6.2: Restorative practices professional development was implemented at the school. School Excellence Solutions provided anti-bias professional development for the staff.
Action 6.3: Fewer Boynton staff than anticipated attended the CCEA conference.
Action 6.4: Fewer students than anticipated needed the budgeted amount of online credit recovery.
Action 6.5: The school has purchased some additional instructional materials, though not to the same extent as originally planned.

Action 6.6: Funds for indirect costs were mostly spent.
Action 6.7: Boynton successfully held a pre-statistics course for the first time in the Spring Semester that was co-taught with staff from West Valley Community College.

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.

Action 6.1: Expenditures were $51,917 higher than estimated due to paying the full cost of the position, including benefits, which was not budgeted last year. Moving forward, the full cost will be budgeted for this position.
Action 6.2: Expenditures were $29,788 higher than estimated due to hosting additional professional development sessions.
Action 6.3: Expenditures were $17,701 lower than estimated due to fewer staff members than anticipated attending the conference. Carryover will be used in the 2026-2027 school year.
Action 6.4: Expenditures were $39,934 lower than estimated due to fewer students needing the anticipated amount of online credit recovery. Carryover will be used in the 2026-2027 school year.
Action 6.5: Expenditures were $549 lower than estimated due to needing slightly fewer supplies than anticipated. Carryover will be used in the 2026-2027 school year.
Action 6.6: Expenditures were $1,048 lower than estimated due to lower indirect costs (administration) than anticipated. Carryover will be used in the 2026-2027 school year.
Action 6.7: There was no material difference between estimated and actual expenditures.

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

Action 6.1: The community liaison supported families in taking the climate survey, which had a good response rate of 36%, which is an early indicator that parents are feeling more involved in their students' education.
Action 6.2: Reduced suspension rates indicate the effectiveness of this action.
Action 6.3: Reduced suspension rates and improved graduation rates indicate the effectiveness of this action.
Action 6.4: Nearly all student groups improved on the College/Career Indicator and Graduation Rate Indicator, highlighting the effective work that Boynton is doing to support students toward improved postsecondary opportunities.
Action 6.5: Nearly all student groups improved on the College/Career Indicator and Graduation Rate Indicator, highlighting the effective work that Boynton is doing to support students toward improved postsecondary opportunities.
Action 6.6: This action was effective in spending funds to indirectly support the other actions.
Action 6.7: This action was new this school year, and its effectiveness is measured by the successful launch of the statistics course.

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 6.4 was updated due to a red rating on the 2025 California School Dashboard in mathematics.
Metric 6.5 was added due to a red rating on the 2025 California School Dashboard in English Language Arts.

Action 6.1 will have a larger budget to ensure a full-time community liaison, while other action items will be paused or funded through other parts of the LCAP (such as credit recovery and anti-bias training).

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Family Engagement and Tutoring	Boynton intends to make a stronger connection with its parent community by staffing a community liaison who will help with parent engagement and supervising a tutoring center to support students. The goal is to find opportunities for parents to participate and stay involved in the school community. Boynton is holding cultural events such as Día de los Muertos. Boynton will continue to explore ways to engage its families in meaningful ways that make them feel welcome and part of the school. Overall, Boynton seeks to enhance parent and community involvement to support student success. Progress will be measured by metrics 6.1 and 6.2.	$122,278.00	No
6.2	Restorative Practices and Anti-Bias Professional Development	The school will continue to work on providing staff with training on Restorative Practices to ensure that other means of correction are investigated before suspending students from school. The school Assistant Principal, Social worker, and campus supervisor will work on de-escalating and addressing any student issues before they escalate into a physical altercation. The school will continue to partner with School Leaders for Social Justice to provide Equity training for all of the staff. This action addresses the very high rates of suspension at Boynton High resulting in a rating of Red on the California school dashboard overall and for the following student groups: Hispanic/Latinx, socioeconomically disadvantaged, and students with disabilities. Progress will be measured by metric 6.3.	$88,000.00	No
6.3	Professional Development for Best Practices in Alternative Education	Funds will be allocated to support school site staff to attend the California Continuation Education Association Plus conference to learn best practices in operating a continuation high school.	$24,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.4	Credit Recovery Classes and Tutoring	Boynton High School will provide additional opportunities for students to recover credits needed to graduate from high school and ensure that their tutoring center has instructional staff to support students. This action item also includes staffing a tutoring center with instructional staff to support students. This action addresses the low graduation rate at Boynton High, resulting in a Red rating on the California School Dashboard. Progress will be measured by metric 6.2.	$20,000.00	No
6.5	Supplemental Instructional Materials and Supplies	These funds will be used to purchase additional instructional materials for arts, English, social studies, and special education courses. Examples of additional materials include a media literacy textbook, poster paper, classroom headphone sets, and high-interest novels.	$2,500.00	No
6.6	Indirect Costs	Indirect costs, including administrative overhead, for implementing the Equity Multiplier Funds.	$10,000.00	No
6.7	Dual Enrollment Courses	Boynton will offer a pre-statistics course that is co-taught with staff from West Valley Community College. The school is also working on adding a college orientation dual enrollment course for students. There are no direct costs. Progress will be measured by metric 6.1.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,949,898	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.109%	0.000%	$0.00	8.109%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Equitable access to healthcare **Need:** Access to basic dental care can affect our students' overall well-being and ability to participate in school. Based on the 2023-2024 climate survey, 39% of 9th-graders and 46% of 12th-graders reported being absent within the previous 30 days for illness reasons,	This action will offer dental services on campus for families, which will be more convenient and enable school staff to recommend or refer families to this service. Additionally, the District will cover the cost of dental exams for families who need them. Though this action was developed primarily for our low-income students and families, other students and families not in this student group may have a similar need and could benefit from and access this service.	We will monitor the number of socioeconomically disadvantaged families in addition to the total number of families that utilize the service in the 2026-2027 school year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	including problems with breathing or brushing their teeth. Our socioeconomically disadvantaged families may have less access to dental care, funds to cover dental visits, or adequate transportation to access dental care. **Scope:** LEA-wide		
3.1	**Action:** Diversifying Staff to Reflect Student Population **Need:** An internal Educational Equity Audit and Blueprint process found that students voiced concerns about lacking staff who reflected their racial and ethnic backgrounds. Research indicates that students can benefit by having teachers who reflect their backgrounds. Additionally, human resources tracking has found that instructional staff and administration do not reflect the diversity of the student population, though slight gains have been made in recent years. Specifically, there remains a gap for African American, Hispanic/Latinx, and Spanish-speaking instructional staff and administration. **Scope:** LEA-wide	This action addresses the need by providing an incentive that targets the language needs and diversity that reflects our student community. This action is provided on an LEA-wide basis because there is a need to improve the representativeness of Spanish and Mandarin speakers at all school sites, particularly in teacher and administrator roles.	3.4
3.2	**Action:** Supports for Socioemotional and Mental Health	Providing dedicated mental health services and social workers ensures that students have professional staff available on campus to address their concerns and to provide therapeutic support	3.5, including percentage of unduplicated pupils

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Community input from ThoughtExchange surveys, as well as mental health indicators on the annual California Healthy Kids Survey, show nearly a quarter of students experienced chronic sadness in the 2023-2024 school year. **Scope:** LEA-wide	or refer them to the appropriate agency as needed. Boynton High School, a school with the highest percentage of unduplicated pupils in the District, also has the highest rates of reported chronic sadness. Additionally, homeless youth reported high rates of chronic sadness. This action was developed to help support these students. Mental health services are additionally provided districtwide due to community demand as communicated through the ThoughtExchange and from numerous parent and student committees.	
3.4	**Action:** Monitoring School Climate and Culture **Need:** Specific data collection tools, including annual climate surveys and ThoughtExchange, are needed to gather input from the full community to support the prioritization of specific goal areas and action items for the Local Control and Accountability Plan. These tools enable disaggregation by student group to help identify any differences or gaps for students in the unduplicated pupil groups. **Scope:** LEA-wide	Survey tools allow the collection of community-wide input for the Local Control and Accountability Plan, amplifying more voices than would be possible through committees or focus groups alone. There is a need to understand the mental health, safety, and substance use behaviors across all students, but especially for our unduplicated pupil groups. These survey tools must be provided to all students in order to have valid comparison data to identify gaps or special areas of concern.	3.6, including percentage of unduplicated pupils
3.6	**Action:** Additional Administrative Support at High Needs Schools **Need:**	The additional administrative staff can support a lower ratio of students to administrators and help with better targeting support and responses to safety or disciplinary concerns. The additional administrative staff oversee academic support	3.1, 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Boynton and Del Mar High schools have the highest percentages of students in the unduplicated student groups and have additional needs for these students including numerous Red ratings on the California School Dashboard on the academic and suspension rate indicators. **Scope:** Schoolwide	programs such as after-school study halls to target English learners/emerging multilingual students and provide support for responding to discipline events, developing alternatives to suspension, and implementing restorative practices. This action is being provided on a schoolwide basis in order to provide additional administrative support, which was identified as a need at each school site. While the administrator can be available to support any student or incident that may arise, they are staffing school sites where the majority of students are of the unduplicated pupil groups. They support the full school community to create systems that include the unduplicated pupil groups and develop additional systems of support that focus on the unduplicated pupils while not necessarily excluding other students.	
4.1	**Action:** College Readiness Programs for Target Populations **Need:** Socioeconomically disadvantaged students have additional challenges in being college and career ready, and are not enrolled at the same rate in college preparatory programs, nor do they have the same rates of A-G completion, AP/IB course taking rates, or Dual Enrollment course taking. **Scope:** LEA-wide	Providing AVID courses at our Title I comprehensive school sites targets socioeconomically disadvantaged students with a program that has been shown through research to result in higher graduation and college enrollment rates. It is important to use AVID to target students who may be the first in their families to attend college and may lack some knowledge about effective study practices for college-level courses and the process of applying for college. The International Baccalaureate program is a college preparatory pathway with project-based college-level coursework. Housing the IB program at Del Mar High School brings a prestigious college-ready program to our comprehensive high school with the highest percentage of socioeconomically disadvantaged students. The AVID and IB programs are available to all students because	4.7, 4.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		there may be additional students who can benefit from college readiness and preparatory courses.	
4.7	**Action:** Site supplemental funds for college and career supports **Need:** Outcomes on the College and Career Indicator as well as indicators such as the A-G completion rate vary widely among student groups, with clear gaps for students in the unduplicated pupil groups of socioeconomically disadvantaged, English learners, and foster youth. **Scope:** LEA-wide	Students, parents, and staff have voiced interest in additional opportunities for exposure to college enrichment activities such as field trips through committees such as the LCAP Committee and Superintendent's Student Advisory Committee. These opportunities expose students to a multitude of options and give them a chance to experience a day in the life of a college student for themselves. This action addresses student needs by responding to student requests for more exposure to various types of college experiences. These opportunities are made available to students who are not part of the unduplicated pupil groups due to additional needs to support African American/Black and Hispanic/Latinx students, who are also targeted for college field trip activities. Students and families have voiced that they find value in these activities across multiple committees and the District will explore ways to capture student sentiment about the value of these activities through specific survey questions.	4.1, 4.2
5.1	**Action:** Community Engagement Support **Need:** The District's student population is 48% multilingual, either emerging multilingual/English learner students or fluent-English-proficient, indicating a need for communication and outreach that is not only provided to families in English. Due to the significant percentage of families who are	Our multilingual families benefit from additional support and outreach from site staff to engage fully with their school communities and would not be able to engage fully if events were held only in English. School administrators, as well as family input from committees such as the DELAC and Family Engagement Plan Committee, have demanded more support at school sites for translation services and community engagement.	5.1, 5.2, 5.3, and 5.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Spanish-speaking (25%), our community liaisons are Spanish bilingual. **Scope:** LEA-wide		
5.2	**Action:** Family Engagement and Educational Events **Need:** The Educational Equity Audit and Blueprint recommended efforts to improve family involvement due to input collected from focus groups including parents and community members. The audit additionally found that PTSA/HSC parent leaders did not fully represent the school community and that school staff had a desire to deepen their relationships with diverse family communities. Additional input collected through collaboration with families on the DELAC, ELACs, and additional committees has surfaced additional demand across school sites for additional family education programs. **Scope:**	Providing multiple opportunities at each school site for family education and engagement will provide parents with the information they need to be better engaged and involved in the success of their students. While these additional family engagement events target multilingual families, some events are also offered in English to provide opportunities for all parents to benefit from the information.	Metric 5.4 and the District will work to develop a feedback survey to gather input on the satisfaction with parent education programs in the 2026-2027 school year.
5.3	**Action:** Communication Supports **Need:** CUHSD has a diverse community with various language needs and site staff have identified the need for translation support for our multilingual community.	This action provides translation services to support staff-to-family communications when there is a language barrier, so that the two parties understand each other and information can be shared and understood. This action is available to all parents potentially since some parents will have English-fluent	Metric 5.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students (RFEP or IFEP) but speak a language other than English themselves.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Equitable School Access **Need:** Socioeconomically disadvantaged families have expressed the need for transportation support especially from neighborhoods that are farther from campus. Some families also do not have internet access at home, limiting students' ability to access instructional content outside of school. Finally, counselors requested hygiene products and kits including shampoo, toothbrushes, and floss for foster and homeless youth. **Scope:** Limited to Unduplicated Student Group(s)	Bus passes provide direct access to transportation for students to school and beyond school. Providing WiFi hotspots to students enables access at home. Providing hygiene kits gives foster and homeless youth the products they need to feel cared for and prepared for school.	Metric 1.8
2.1	**Action:** Staffing for Professional Development and Program Monitoring of Emerging Multilingual Students	Strategic staffing provides opportunities for support in multiple ways: Emerging Multilingual TOSAs provide professional development to teachers to support best practices for differentiated	2.1, 2.2, and 2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The California School Dashboard has identified English learners/emerging multilingual students as Red on the academic indicators for English language arts and mathematics for multiple years, and internal analysis indicates that students lack sufficient access to grade-level standards as well as college preparatory coursework. **Scope:** Limited to Unduplicated Student Group(s)	language instruction and collaborate to develop districtwide strategies for teacher and student support, an Ethnic Studies TOSA will spend part of their time developing specific curriculum for English Language Development courses, and administrators at each school site monitor the process for students to reclassify to fluent-English-proficient.	
2.2	**Action:** Strategic Classroom Sizing for English Language Development Courses **Need:** The California School Dashboard has identified English learners/emerging multilingual students as Red on the academic indicators for English language arts and mathematics for multiple years, and internal analysis indicates that students lack sufficient access to grade-level standards as well as college preparatory coursework. **Scope:** Limited to Unduplicated Student Group(s)	Smaller class sizes enable additional attention to the personalized needs of students in English Language Development classes, who may have significant language differentiation needs. The additional, more personalized attention addresses our English learners' academic needs in terms of access to grade-level standards.	2.1, 2.2, and 2.3
2.3	**Action:** Instructional Training to Support Emerging Multilingual Students **Need:**	Ensuring that all teachers of English Language Development courses receive QTEL training and that bilingual instructional aides receive ELPAC training empowers staff with the knowledge of how to support emerging multilingual students in the	2.1, 2.2, and 2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The California School Dashboard has identified English learners/emerging multilingual students as Red on the academic indicators for English language arts and mathematics for multiple years, and internal analysis indicates that students lack sufficient access to grade-level standards as well as college preparatory coursework. Teachers have also expressed the need for additional training to support emerging multilingual students. **Scope:** Limited to Unduplicated Student Group(s)	classroom and with required testing. This will address staff requests for additional training to support multilingual students and help students make progress on the Red academic indicators and access issues reflected on the California School Dashboard.	
2.4	**Action:** Instructional Aides to Support Emerging Multilingual Students **Need:** The California School Dashboard has identified English learners/emerging multilingual students as Red on the academic indicators for English language arts and mathematics for multiple years, and internal analysis indicates that students lack sufficient access to grade-level standards as well as college preparatory coursework. School sites have also requested bilingual instructional aides, especially in courses where students may need additional support to access the content. **Scope:** Limited to Unduplicated Student Group(s)	Bilingual instructional aides support groups of emerging multilingual students in fully engaging with their coursework through translation support in the classroom. Bilingual instructional aides support feedback from school sites on the need for more classroom support personnel and address Red academic indicators and access issues related to grade-level standards as reflected on the California School Dashboard.	2.1, 2.2, and 2.3

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

Not applicable.

Additional Concentration Grant Funding

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

Not applicable

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	110,363,814	8,949,898	8.109%	0.000%	8.109%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,226,547.00	$511,598.00	$4,744,992.00	$156,000.00	$16,639,137.00	$12,420,853.00	$4,218,284.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum Alignment	All Students with Disabilities Hispanic	No			All Schools	3 years	$50,000.00	$0.00		$50,000.00			$50,000.00	
1	1.2	Special Education Course Alignment and Interventions	Students with Disabilities	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
1	1.3	Equitable School Access	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	3 years	$0.00	$379,000.00	$360,000.00			$19,000.00	$379,000.00	
1	1.4	Equitable access to healthcare	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.1	Staffing for Professional Development and Program Monitoring of Emerging Multilingual Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$2,146,933.00	$0.00	$2,146,933.00				$2,146,933.00	
2	2.2	Strategic Classroom Sizing for English Language Development Courses	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$1,974,841.00	$0.00	$1,974,841.00				$1,974,841.00	
2	2.3	Instructional Training to Support Emerging Multilingual Students	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	3 years	$130,000.00	$48,000.00	$178,000.00				$178,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	**2.4**	Instructional Aides to Support Emerging Multilingual Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$1,436,057.00	$0.00	$1,436,057.00				$1,436,057.00	
2	**2.5**	Newcomer Supports	All English learners	No			All Schools	3 years	$35,000.00	$11,000.00		$20,000.00		$26,000.00	$46,000.00	
2	**2.6**	Long-Term English Learner Supports	All English learners (LTEL)	No			All Schools	3 years	$20,000.00	$0.00				$20,000.00	$20,000.00	
3	**3.1**	Diversifying Staff to Reflect Student Population	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	$32,000.00	$0.00	$32,000.00				$32,000.00	
3	**3.2**	Supports for Socioemotional and Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$511,474.00	$758,662.00	$1,190,316.00	$79,820.00			$1,270,136.00	
3	**3.3**	Community Schools (Discontinued)	All	No			All Schools Specific Schools: Del Mar High School	3 years	$0.00	$0.00		$0.00			$0.00	
3	**3.4**	Monitoring School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$29,172.00	$29,172.00				$29,172.00	
3	**3.5**	Anti-Bias and Restorative Practices Training	All Students with Disabilities African American, Foster Youth	No			Specific Schools: Boynton and Branham High Schools	3 years	$50,000.00	$0.00				$50,000.00	$50,000.00	
3	**3.6**	Additional Administrative Support at High Needs Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boynton and Del Mar High Schools	3 years	$484,148.00	$0.00	$484,148.00				$484,148.00	

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
3	3.7	Student Voice	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
4	4.1	College Readiness Programs for Target Populations	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Del Mar, Prospect, and Westmont High Schools	3 years	$2,346,084.00	$22,000.00	$2,368,084.00				$2,368,084.00	
4	4.2	Training in College and Career Educational Plans for Students	All	No			All Schools	1 year	$0.00	$45,000.00		$45,000.00			$45,000.00	
4	4.3	Additional School Counselors	All	No			All Schools	3 years	$1,550,870.00	$0.00			$1,550,870.00		$1,550,870.00	
4	4.4	Credit Recovery	All	No			All Schools	3 years	$704,000.00	$200,000.00		$50,000.00	$854,000.00		$904,000.00	
4	4.5	Career Technical Education	All	No			All Schools	3 years	$0.00	$2,229,642.00			$2,229,642.00		$2,229,642.00	
4	4.6	College and Career Readiness Supports for Students with IEPs	Students with Disabilities	No			All Schools	3 years	$0.00	$0.00			$0.00		$0.00	
4	4.7	Site supplemental funds for college and career supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$134,828.00	$134,828.00				$134,828.00	
4	4.8	College and career planning support systems	All	No			All Schools	2 years	$0.00	$110,480.00			$110,480.00		$110,480.00	
5	5.1	Community Engagement Support	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	$827,168.00	$0.00	$827,168.00				$827,168.00	
5	5.2	Family Engagement and Educational Events	All English learners	No			All Schools	3 years	$0.00	$41,000.00	$0.00			$41,000.00	$41,000.00	
5	5.3	Communication Supports	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	$0.00	$60,000.00	$60,000.00				$60,000.00	
6	6.1	Family Engagement and Tutoring	All	No			Specific Schools: Boynton High School	1 year	$122,278.00	$0.00		$122,278.00			$122,278.00	
6	6.2	Restorative Practices and Anti-Bias	All	No			Specific Schools:	1 year	$0.00	$88,000.00		$88,000.00			$88,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Professional Development					Boynton									
6	**6.3**	Professional Development for Best Practices in Alternative Education	All	No			Specific Schools: Boynton High School	1 year	$0.00	$24,000.00		$24,000.00			$24,000.00	
6	**6.4**	Credit Recovery Classes and Tutoring	All	No			Specific Schools: Boynton	1 year	$0.00	$20,000.00		$20,000.00			$20,000.00	
6	**6.5**	Supplemental Instructional Materials and Supplies	All	No			Specific Schools: Boynton	1 year	$0.00	$2,500.00		$2,500.00			$2,500.00	
6	**6.6**	Indirect Costs	All	No			Specific Schools: Boynton	1 year	$0.00	$10,000.00		$10,000.00			$10,000.00	
6	**6.7**	Dual Enrollment Courses	All	No			Specific Schools: Boynton	1 year	$0.00	$0.00		$0.00			$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
110,363,814	8,949,898	8.109%	0.000%	8.109%	$11,226,547.00	0.000%	10.172 %	**Total:**	$11,226,547.00
								LEA-wide Total:	$4,646,568.00
								Limited Total:	$6,095,831.00
								Schoolwide Total:	$484,148.00

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	1.3	Equitable School Access	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$360,000.00	
1	1.4	Equitable access to healthcare	Yes	LEA-wide	Low Income	All Schools	$5,000.00	
2	2.1	Staffing for Professional Development and Program Monitoring of Emerging Multilingual Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,146,933.00	
2	2.2	Strategic Classroom Sizing for English Language Development Courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,974,841.00	
2	2.3	Instructional Training to Support Emerging Multilingual Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$178,000.00	
2	2.4	Instructional Aides to Support Emerging Multilingual Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,436,057.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Diversifying Staff to Reflect Student Population	Yes	LEA-wide	English Learners	All Schools	$32,000.00	
3	3.2	Supports for Socioemotional and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,190,316.00	
3	3.4	Monitoring School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,172.00	
3	3.6	Additional Administrative Support at High Needs Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boynton and Del Mar High Schools	$484,148.00	
4	4.1	College Readiness Programs for Target Populations	Yes	LEA-wide	Low Income	Specific Schools: Del Mar, Prospect, and Westmont High Schools	$2,368,084.00	
4	4.7	Site supplemental funds for college and career supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,828.00	
5	5.1	Community Engagement Support	Yes	LEA-wide	English Learners	All Schools	$827,168.00	
5	5.3	Communication Supports	Yes	LEA-wide	English Learners	All Schools	$60,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,099,510.00	$16,968,502.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum Alignment	No	$60,000	$44,550
1	**1.2**	Special Education Course Alignment and Interventions	No	$10,000	$0
1	**1.3**	Equitable School Access	Yes	$379,000	$390,000
1	**1.4**	Equitable access to healthcare	Yes	$11,000	$4,758
2	**2.1**	Staffing for Professional Development and Program Monitoring of Emerging Multilingual Students	Yes	$2,059,526	$2,125,607
2	**2.2**	Strategic Classroom Sizing for English Language Development Courses	Yes	$2,029,199	$2,166,117
2	**2.3**	Instructional Training to Support Emerging Multilingual Students	Yes	$172,456	$172,456
2	**2.4**	Instructional Aides to Support Emerging Multilingual Students	Yes	$555,037	$1,323,421
2	**2.5**	Newcomer Supports	No	$46,000	$46,000
2	**2.6**	Long-Term English Learner Supports	No	$20,000	$20,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Diversifying Staff to Reflect Student Population	Yes	$79,642	$20,440
3	3.2	Supports for Socioemotional and Mental Health	Yes	$1,183,505	$1,365,013
3	3.3	Community Schools (Discontinued)	No	$0.00	0
3	3.4	Monitoring School Climate and Culture	Yes	$31,172	$13,393
3	3.5	Anti-Bias and Restorative Practices Training	No	$50,000	$50,000
3	3.6	Additional Administrative Support at High Needs Schools	Yes	$496,286	$465,198
3	3.7	Student Voice	No	$0	$0
4	4.1	College Readiness Programs for Target Populations	Yes	$2,140,320	$2,419,156
4	4.2	Training in College and Career Educational Plans for Students	No	$32,000	$44,787
4	4.3	Additional School Counselors	No	$1,477,020	$1,699,297
4	4.4	Credit Recovery	No	$904,000	$994,400
4	4.5	Career Technical Education	No	$2,128,231	$2,229,642
4	4.6	College and Career Readiness Supports for Students with IEPs	No	$0	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.7**	Site supplemental funds for college and career supports	Yes	$134,828	$76,791
4	**4.8**	College and career planning support systems	No	$60,686	$60,686
5	**5.1**	Community Engagement Support	Yes	$614,215	$823,255
5	**5.2**	Family Engagement and Educational Events	Yes	$91,000	$60,925
5	**5.3**	Communication Supports	Yes	$140,000	$135,750
6	**6.1**	Family Engagement and Tutoring	No	$69,812	$121,729
6	**6.2**	Restorative Practices and Anti-Bias Professional Development	No	$25,000	$54,788
6	**6.3**	Professional Development for Best Practices in Alternative Education	No	$25,000	$7,299
6	**6.4**	Credit Recovery Classes and Tutoring	No	$61,193	$21,259
6	**6.5**	Supplemental Instructional Materials and Supplies	No	$2,078	$1,529
6	**6.6**	Indirect Costs	No	$11,304	$10,256
6	**6.7**	Dual Enrollment Courses	No	$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
8,505,871	$9,500,306.00	$11,538,475.00	($2,038,169.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Equitable School Access	Yes	$360,000.00	$390,000		
1	1.4	Equitable access to healthcare	Yes	$11,000.00	$4,758		
2	2.1	Staffing for Professional Development and Program Monitoring of Emerging Multilingual Students	Yes	$2,059,526.00	$2,125,607		
2	2.2	Strategic Classroom Sizing for English Language Development Courses	Yes	$2,029,199.00	$2,166,117		
2	2.3	Instructional Training to Support Emerging Multilingual Students	Yes	$172,456.00	$172,456		
2	2.4	Instructional Aides to Support Emerging Multilingual Students	Yes	$555,037.00	$1,323,421		
3	3.1	Diversifying Staff to Reflect Student Population	Yes	$79,642.00	$20,440		
3	3.2	Supports for Socioemotional and Mental Health	Yes	$635,625.00	$1,365,013		
3	3.4	Monitoring School Climate and Culture	Yes	$31,172.00	$13,393		
3	3.6	Additional Administrative Support at High Needs Schools	Yes	$496,286.00	$465,198		
4	4.1	College Readiness Programs for Target Populations	Yes	$2,140,320.00	$2,419,156		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.7**	Site supplemental funds for college and career supports	Yes	$134,828.00	$76,791		
5	**5.1**	Community Engagement Support	Yes	$614,215.00	$823,255		
5	**5.2**	Family Engagement and Educational Events	Yes	$41,000.00	$37,120		
5	**5.3**	Communication Supports	Yes	$140,000.00	$135,750		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$106,706,476	8,505,871	0.0%	7.971%	$11,538,475.00	0.000%	10.813%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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