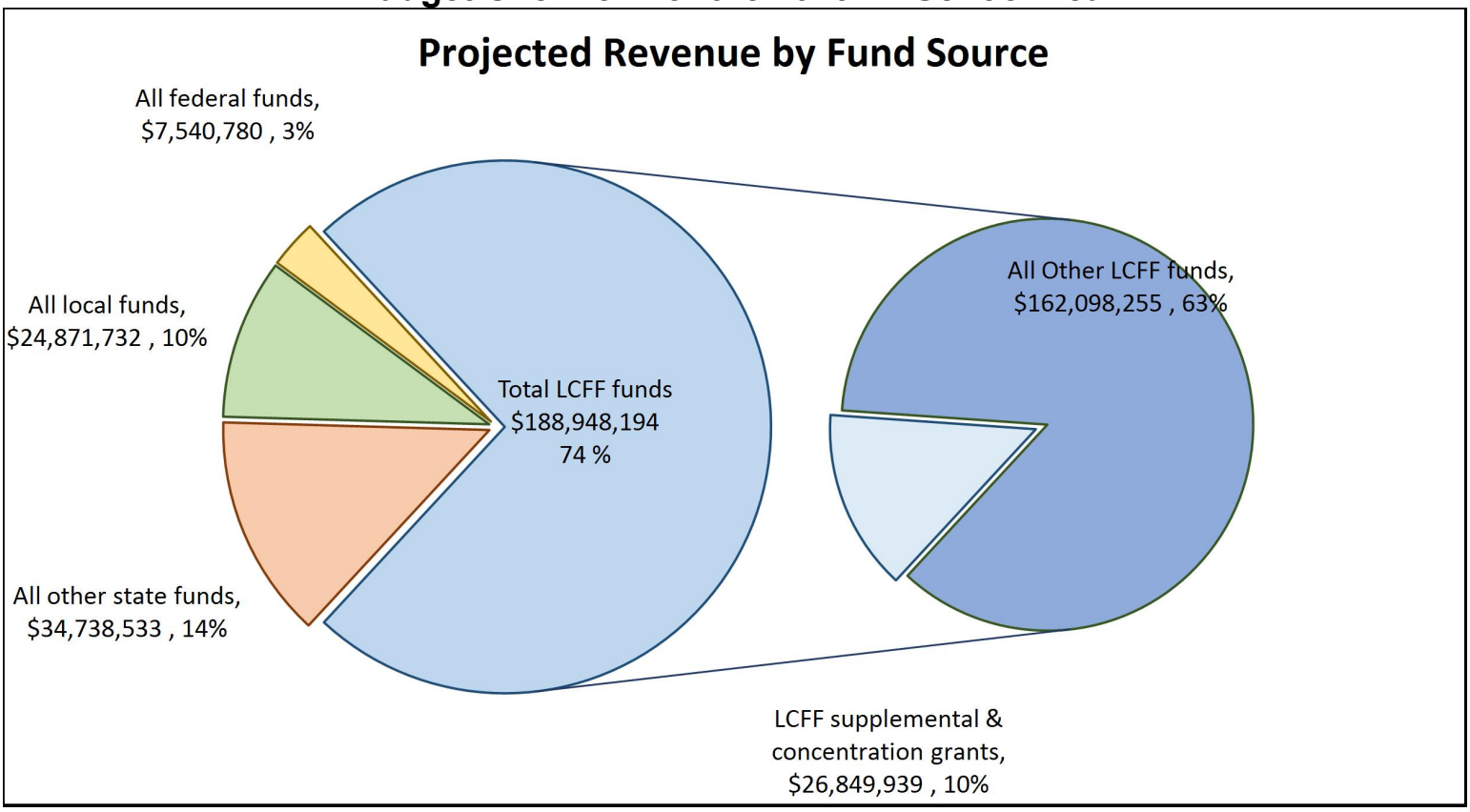
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fullerton Joint Union High School District
CDS Code: 30665140000000
School Year: 2026-27
LEA contact information:
Steve McLaughlin, Ed.D.
Superintendent
smclaughlin@fjuhsd.org
714-870-2801

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

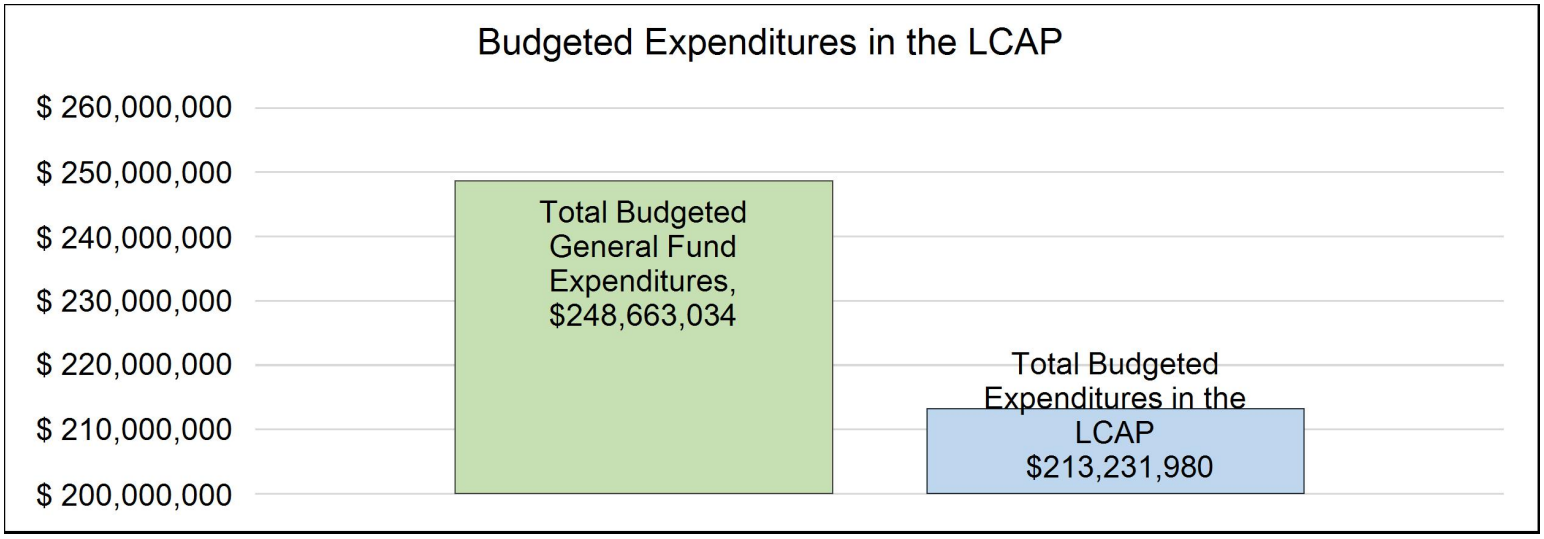


This chart shows the total general purpose revenue Fullerton Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fullerton Joint Union High School District is $256,099,239, of which $188,948,194.00 is Local Control Funding Formula (LCFF), $34,738,533.00 is other state funds, $24,871,732.00 is local funds, and $7,540,780.00 is federal funds. Of the $188,948,194.00 in LCFF Funds, $26,849,939 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 Fullerton Joint 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: Fullerton Joint Union High School District plans to spend $248,663,034.00 for the 2026-27 school year. Of that amount, $213,231,980.00 is tied to actions/services in the LCAP and $35,431,054 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

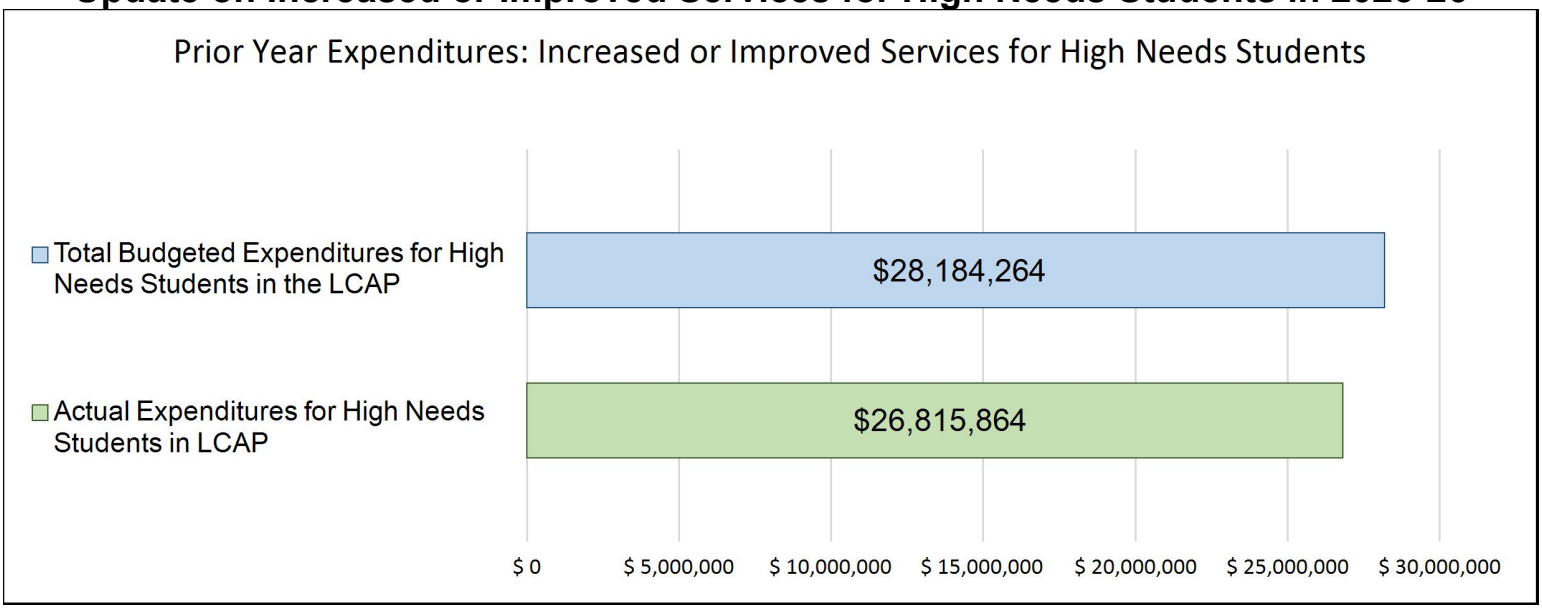
General Fund Budget expenditures not included in the LCAP supported staffing, professional development, summer school, deferred maintenance, technology, and instructional materials. These budgeted funds were used as intended to support overall school operations and student learning.

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

In 2026-27, Fullerton Joint Union High School District is projecting it will receive $26,849,939 based on the enrollment of Foster Youth, English learner, and low-income students. Fullerton Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fullerton Joint Union High School District plans to spend $28,697,303.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Fullerton Joint 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 Fullerton Joint 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, Fullerton Joint Union High School District's LCAP budgeted $28,184,264.00 for planned actions to increase or improve services for high needs students. Fullerton Joint Union High School District actually spent $26,815,864.00 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
Fullerton Joint Union High School District	Steve McLaughlin, Ed.D. Superintendent	smclaughlin@fjuhsd.org 714-870-2801

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.

The Fullerton Joint Union High School District (FJUHSD) was organized in 1893 and serves grades 9–12. It serves a fifty-square-mile area that includes the elementary districts of Buena Park, Fullerton, La Habra, and Lowell Joint. Six four-year comprehensive high schools are operated by the District—Buena Park High School (BPHS), Fullerton Union High School (FUHS), La Habra High School (LHHS), Sonora High School (SOHS), Sunny Hills High School (SHHS), and Troy High School (TRHS). La Vista High School (LVHS), a continuation high school, and La Sierra High School (LSHS), an alternative high school, also serve FJUHSD students. The District's school year consists of 180 instructional days of 372 minutes each. A comprehensive summer school program is offered each year.

The District serves a varied ethnic and socioeconomic population of families that includes a majority population of Hispanic students, followed by students identified as Asian, then White, and smaller populations of Filipino, African American, students identifying with two or more races, Pacific Islander, and Native American students. FJUHSD is committed to providing equitable opportunities and outcomes for all students, with a particular focus on improving access, achievement, and support systems for English Learners (EL), Students with Disabilities (SWD), Foster Youth, Homeless Youth, and socioeconomically disadvantaged students.

As of the 2025–26 school year, the District serves approximately 12,362 students, reflecting a continued trend of declining enrollment over the past several years. Enrollment was approximately 13,695 students during the 2018–19 school year. This decline is consistent with regional and statewide demographic shifts and has impacted long-term planning, staffing, course offerings, and school capacity utilization. The District continues to respond to this trend through ongoing evaluations of academic programming, facilities use, and resource alignment to meet student needs.

FJUHSD students complete a rigorous course of study leading to graduation, with required and elective courses in English Language Arts, mathematics, science, social science, visual and performing arts or world languages or CTE, physical education, health, and electives. Current graduation requirements total 217.5 units, including 65 elective units. Many students take rigorous Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses for potential college credit. The District continues to prioritize access to college and career pathways, including CTE pathways, AVID, and dual enrollment opportunities.

The District employs approximately 630 certificated employees and over 460 classified employees, represented by the Fullerton Secondary Teachers Organization (FSTO) and California School Employees Association (CSEA) Chapter 82, respectively. A strong partnership with staff, families, higher education institutions, and the business community supports a broad array of academic and co-curricular opportunities.

FJUHSD also provides a comprehensive support system for students requiring additional assistance. The AVID program continues to support first-generation college-bound students, many of whom are from historically underserved populations. Students are further supported through a robust Multi-Tiered System of Support (MTSS), wellness and mental health services, intervention supports, and district and site staff focused on early identification of academic, behavioral, and social-emotional needs.

During the 2024–25 school year, the District continued to monitor progress on key indicators aligned with the California Dashboard. The overall district graduation rate increased to 95%, while the dropout rate declined to 3.3%, both trends that exceed county and state averages. Increases in graduation rates were especially notable among students attending La Sierra and La Vista High Schools, although persistent performance gaps remain for Students with Disabilities, Homeless Youth, and Foster Youth.

In terms of academic achievement, the most recent state testing data showed that 64.3% of 11th grade students met or exceeded standards in English Language Arts, 43.8% met or exceeded standards in Math, and approximately 42% met or exceeded standards in Science. These outcomes continue to place District students above county and state averages in all tested areas, while also confirming that performance gaps persist for English Learners, Students with Disabilities, and students experiencing homelessness. The District continues to address these disparities through targeted interventions and aligned resource investments.

La Vista High School and La Sierra High School continue to receive Equity Multiplier Funding due to high rates of poverty and student mobility. In both schools, focused strategies designed to stabilize enrollment, increase academic engagement, improve attendance, and strengthen graduation outcomes will remain the focus. Targeted supports for students in alternative settings continue to be an important part of the District’s overall improvement efforts.

Overall, the District continues to emphasize data-informed decision-making through the consistent use of districtwide data protocols, professional learning communities (PLCs), and school-level data cycles. In addition, stakeholder feedback gathered during the 2025–26 LCAP survey and focus groups affirmed key areas of strength, including wide-ranging academic pathways, supportive teachers and counselors, extracurricular opportunities, and college and career resources. Stakeholders also identified important areas for improvement, including student motivation and engagement, stronger communication with families, earlier academic alerts, additional counseling and special education staffing, greater access to tutoring, more mental health support, more translation for multilingual families, and clearer systems related to discipline, attendance, and cell phone expectations. This feedback will continue to inform District goals, actions, and resource decisions for 2026–27.

Reflections: Annual Performance

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

The Fullerton Joint Union High School District (FJUHSD) continues to use multiple indicators to reflect on progress toward achieving its goals as outlined in the Local Control and Accountability Plan (LCAP). These include performance metrics from the California School Dashboard, local assessment systems, course completion data, school climate data, and feedback from students, families, and staff. The District remains committed to identifying areas of success and growth to inform ongoing improvement efforts.

FJUHSD Comprehensive Needs Assessment:

In 2024–25, FJUHSD continued to maintain strong outcomes in several key areas while also making improvements in areas identified for growth in the previous year. The District's overall graduation rate increased to 95%, reflecting successful implementation of academic supports, including expanded credit recovery, tutoring, counseling, and academic intervention programs. This increase builds on the 94% graduation rate in 2023–24 and demonstrates continued momentum.

Graduation rate gains were especially significant for selected schools and student groups:

Sonora High School Students with Disabilities (SWD): increased from 61% to 82%
Troy High School Students with Disabilities (SWD): decreased slightly from 60% to 57.1%, but remains above the 40% baseline
La Sierra High School (All Students): increased from 70% to 87.5%
La Vista English Learners (EL): increased from 62% to 65.2%
La Vista Homeless students: increased from 52% to 54.5%

These outcomes suggest that while supports have positively impacted several high-needs groups, additional focus is needed to address persistent gaps for Homeless youth, Foster Youth, English Learners, and Students with Disabilities, especially at alternative schools and in student groups with inconsistent outcomes.

The dropout rate decreased to 3.3% in 2024–25, improving from 3.5% the previous year. This reduction reflects the District's ongoing investment in early identification of at-risk students, use of real-time academic data, and wraparound services including mental health supports and case management.

Academic achievement continues to be an area of both strength and needed growth. According to the 2024–25 CAASPP data, FJUHSD students performed at the following levels:

64.3% of FJUHSD 11th graders met or exceeded standards in English Language Arts (ELA)
43.8% met or exceeded standards in Math
41.64% met or exceeded standards in Science (CAST)

Subgroup disparities:

EL: ELA 8.33%, Math 7.09%
SWD: ELA 14.85%, Math 4.32%

Performance gaps persist for English Learners, Foster Youth, Homeless students, and Students with Disabilities, necessitating continued strategic interventions using MTSS, targeted literacy and mathematics supports, small group instruction, and dedicated ELD blocks.

School- and subgroup-level CAASPP results continue to show mixed progress:

Sunny Hills High School SWD ELA: increased from 22% to 38.71%
Buena Park High School EL ELA: increased from 3% to 7.46%
La Vista High School EL ELA: decreased from 3% to 1.89%
La Vista High School EL Math: increased from 1.5% to 5.66%
Fullerton Union High School SWD ELA: decreased from 28.5% to 6.12%
Sonora High School SWD ELA: decreased from 29% to 9.09%
Fullerton Union High School EL Math: decreased from 2% to 0%

These data indicate that while some targeted strategies are yielding gains, English Learners and Students with Disabilities continue to perform below proficiency targets, particularly in mathematics. These student groups are receiving additional academic support through focused MTSS interventions, small group instruction, and access to intervention programs.

Suspension data showed a significant reduction districtwide:

Suspensions for all students decreased from 506 (2023–24) to 392 (2024–25)
EL suspensions: decreased from 121 to 88
SWD suspensions: decreased from 128 to 106

Homeless suspensions (districtwide): decreased from 42 to 34, though they remain an area of focus.

At the site level:

Buena Park High School (BPHS): Homeless Youth suspensions increased from 13 to 17, and African American student suspensions increased from 4 to 7
La Habra High School (LHHS): EL suspensions increased from 5 to 8 from the prior year, but remain below the 25 baseline; SWD suspensions decreased from 26 to 21
La Vista High School (LVHS): Homeless Youth suspensions decreased from 5 to 3, Low-Income student suspensions decreased from 30 to 20, and Hispanic student suspensions decreased from 25 to 17

While the District met its suspension reduction targets overall, key subgroups, particularly Homeless students, require continued intervention. The District is closely monitoring this trend in alignment with restorative practices and site-level discipline review processes.

School climate metrics remain a strong area of focus. The overall attendance rate increased from 94% to 95.6%, while chronic absenteeism increased slightly from 15% to 15.7%. Efforts to improve attendance and reduce absenteeism include outreach from site attendance teams, wellness check-ins, home visits, and academic recovery plans. These strategies are being implemented with an equity lens to ensure barriers to attendance are addressed for the most impacted student groups.

To support career readiness, the District continued monitoring student engagement in work-based learning, pathway completion, and A-G completion during the 2024–25 school year. In 2024–25:

A-G completion increased to 59.3%
A-G completion for Students with Disabilities increased to 15.9%
The District reported 655 pathway completers
503 students (15.3%) were identified as pathway completers in cohort reporting
292 students (8.9%) met both A-G and CTE pathway completion indicators
The District reported 41 internships for all students

These outcomes reflect continued progress in college and career readiness. In 2025–26 and 2026–27, FJUHSD will continue to place emphasis on expanding access to pathway completion, internships, and postsecondary preparation for Students with Disabilities, English Learners, and other priority student groups. Similarly, a continued focus will be placed on monitoring and increasing opportunities for student involvement in extracurriculars, including sports, clubs, and performance activities to strengthen school connectedness.

FJUHSD has identified the need to continue monitoring student groups and schools with the lowest performance levels on state and local indicators. Based on the data currently available, areas of greatest concern continue to include:

English Learners in ELA, Math, and English Learner progress
Students with Disabilities in ELA, Math, graduation, and college/career readiness
Homeless Youth in graduation, attendance, and suspension
Alternative schools and student groups with ongoing graduation and postsecondary readiness challenges

Stakeholders Input:

District Advisory Committee (DAC)
District English Learner Advisory Committee (DELAC)
English Learner Advisory Committees (ELAC)
Annual LCAP surveys
Student, staff, and parent input gathered through district and site engagement processes

Key stakeholder themes included:

Need for earlier academic and behavioral interventions

Challenges accessing counselors for academic and post-secondary planning
Perceptions of inconsistent communication between school staff and families
Suggestions for more targeted support for English Learners and better marketing and accessibility of tutoring services
Priority student groups most impacted: EL, SWD, Homeless, Foster Youth, and Low-Income students

Specific needs include:

Targeted academic supports
More robust wellness and SEL infrastructure
Earlier intervention systems
Enhanced access to counselors and career guidance

Finally, the District continued to refine and expand its use of the districtwide data protocol in Professional Learning Communities (PLCs) to promote consistent reflection and action around student learning. This includes formative assessment review, progress monitoring, and Tier 2 intervention planning. All schools continue to build capacity in using data protocols to support intervention planning and instructional response.

This needs assessment directly informs the district's Learning Recovery Plan and the use of LREBG funds. The plan:

Aligns funding with identified needs (e.g., increased wellness staff, tutoring access, credit recovery, targeted EL supports)
Establishes metrics for measuring progress:
CAASPP/ELPAC/NWEA results
Chronic absenteeism and engagement indicators
Graduation and A–G completion rates
Student and parent feedback and wellness survey results

2022/23 Baseline Data - LCAP Lowest Performing Schools :

Districtwide:
Suspension Rate: EL, Homeless, and SWD.
College Career Indicator (CCI): SWD

BPHS:
SBAC ELA: EL
All Students: English Learner Performance Indicator (ELPI)
Suspension Rate: Homeless and African American Students
CCI: SWD

FUHS:
SBAC ELA & Math: SWD
CCI: EL, SWD

LHHS:
Suspension Rate: EL, SWD
CCI: SWD

LSHS:
Graduation Rate: All Students, EL, SED, HI
CCI: SED, HI

LVHS:
SBAC Math: EL
Grad Rate: EL, Hom
Suspension Rate: Hom, SED, HI
CCI: All students, EL, Hom, SED, SWD, HI

SOHS:
SBAC ELA: EL, SWD
Grad Rate: SWD

SHHS:
SBAC ELA: SWD
CCI: SWD

TRHS:
Grad Rate: SWD
CCI: SWD

Learning Recovery and Emergency Block Grant

All expected LREBG-funded actions will be reported and monitored through the LCAP and are aligned with the priorities and input gathered during this needs assessment process. Funds planned for use during the 2026/27 school year have been articulated within the LCAP plan. LREBG-funded actions can be found in the following Goals and Actions:

- Goal 1.1
- Goal 1.7
- Goal 2.3

The FJUHSD needs assessment substantiates findings related to graduation rates, A-G rates, college and career readiness, academic achievement, attendance, and suspensions. A review of state and local data indicates significant support is still needed among English Learners, Students with Disabilities, Homeless Youth, Foster Youth, and socioeconomically disadvantaged students. Based on this, district goals and actions continue to address these needs by supporting teachers, creating consistency in student education programs, providing accessible intervention and wellness supports, developing strategies that support academic engagement, and strengthening preparation and planning for postsecondary success. These actions align to allowable uses of funds in the areas of college and career readiness, intervention, and professional development related to the English Language Arts and Mathematics frameworks.

Reflections: Technical Assistance

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

In the 2025–2026 school year, Fullerton Joint Union High School District engaged in California's System of Support through year two of technical assistance related to outcomes for Homeless students in the areas of academics and graduation rate on the 2024 dashboard. This work built on prior Differentiated Assistance efforts that addressed academic performance, graduation rate, suspension, chronic absenteeism, college/career readiness, and student engagement through coordinated LCAP actions and cross-departmental support.

The District will continue to sustain and refine the systems that contributed to this progress, including credit monitoring, academic intervention, access to rigorous coursework and CTE pathways, transition planning, wellness and mental health supports, early warning systems, MTSS interventions, and culturally responsive family engagement.

Moving forward, FJUHSD will use monitoring as an opportunity to ensure that improvements are maintained and expanded across sites and student groups. The District will continue reviewing Dashboard indicators, local data, and site-level implementation to identify needs early, align supports through the LCAP, and strengthen equitable outcomes for students who are homeless, in foster care, have disabilities, are English learners, or are socioeconomically disadvantaged. This ongoing approach reflects FJUHSD's commitment to continuous improvement, prevention, and sustained growth for all high-need student groups.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
25/26 District Advisory Committee (DAC) - 4 meetings - 69 Participants All school sites represented Parents - 15 Students - 8 (all grade levels) California School Employees Association (CSEA) representatives - 14 Fullerton Secondary Teachers Organization (FSTO) representatives - 10 Community Members - 2 Special Education Local Plan Area (SELPA) Administration - 1 School and District Administration - 19 DELAC - 26 EL parents representing each District school (including some who have students with disabilities) Equity Multiplier Funds for La Vista High School (Year 1: $663,030 - certified February 20, 2024) (Year 2: $847,964 - certified February 20, 2025) (Year 3: $933,003 - certified March 2026) Educational partner engagement in developing the required focus goal (goal 4) Jeremiah Mauricio - Teacher	LCAP Survey: Sent to ALL parents, students, & staff (Spanish and Korean) 2022/23 School Year: # Staff Responses: 602 # Parent Responses: 1362 # Student Responses: 9059 Total Responses: 11,023 2023/24 School Year: # Staff Responses: 613 # Parent Responses: 872 # Student Responses: 7089 Total Responses: 8,574 2024/25 School Year: # Staff Responses: 571 # Parent Responses: 672 # Student Responses: 7134 Total Responses: 8,377 2025/26 School Year: # Staff Responses: 699 # Parent Responses: 1,098 # Student Responses: 7,915

Educational Partner(s)	Process for Engagement
Stephanie Coombs - Teacher Al Rabanera - Teacher Tracy Fenstermaker - Teacher Jina Iglesias - TOSA Intervention Specialist Alma Pulgarin - EL Family Liaison Kristy LeBeauf - MHS Isaias Ramirez - Campus Supervisor John Diaz - Counselor Alice Maza - Student Damien Cortez - Student Viviana Martinez - Student Joel Medina - Assistant Principal Melissa Freeman - Assistant Principal Mark Kailiponi - Principal	Total Responses: 9,712 District Advisory Committee (DAC): Representatives from all educational partners at each school (parents, students, teachers, classified staff, community members, and administrators) 2023/24 School Year: 73 participants 5 meetings: October 26, 2023; November 30, 2023; January 25, 2024; February 22, 2024, May 29, 2024 2024/25 School Year: 69 participants 5 meetings: October 30, 2024; November 19, 2024; January 29, 2025; February 27, 2025, May, 2025 2025/26 69 Participants 4 Meetings: October 15, 2025; November 19, 2025; January 21, 2026; March 24, 2026 District English Learner Advisory Committee (DELAC): Parent representatives from each School's ELAC 2023/24 School Year: 22 participants 4 meetings: October 24, 2023; December 19, 2023; January 30, 2024, April 30, 2024 2024/25 School Year: 21 participants 4 meetings: September 24, 2024; October 29, 2024; January 28, 2025; February 25, 2025; April 29, 2025 2025/26 School Year: 26 Participants 4 Meetings: September 30, 2025; December 4, 2025; January 8, 2026; March 12, 2026

Educational Partner(s)	Process for Engagement
	Annual OCDE Input and Reviews - April & May Equity Multiplier Educational Partner Engagement: Annual District staff held consultation meetings with the sixteen (16) listed staff members and students to develop the goal, metrics, and actions related to Equity Multiplier funds: 2023/24: 4/19/24 and 4/24/24 2024/25: 4/22/25 2025/26: 4/30/26

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

Summary feedback from data reviews and educational partners:

- Early warning systems to support students at risk of failing (Ellevation Data Platform)
- Continue to enhance and support the health and safety program
- Increased support to EL and SWD to improve ELA and math scores on SBAC
- Expanded student support/guidance: College Career Guidance Initiative (CCGI)
- Continued emphasis on college/career readiness (CCI on the Dashboard): increase CTE Pathway completion rates, A-G Completion, increase and monitor Internships/Pre-Apprenticeships
- Increased training for EL Parents on EL programs, RFEP, Seal of Biliteracy, etc. (ELAC)
- Provide more opportunities for students to get connected to their school community

This feedback directly influenced the development of LCAP actions by reinforcing the need to continue and expand academic, college/career, wellness, and student engagement supports across the District. As a result, the LCAP includes actions focused on early identification and intervention for students in need of academic support, expanded counseling and college/career readiness services, targeted supports for English Learners, Foster youth, Low Income, and Students with Disabilities, parent engagement opportunities, and programs designed to increase student connection and belonging.

Equity Multiplier educational partner input resulted in an action item in the LCAP under goal 4:
Enhanced ABC program that will provide more structure, support, and resources, including daily tier III wellness support, IEP support where needed, and wrap-around services

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, reading and writing fluency, technology fluency, and the other twenty-first century skills.	Broad Goal

State Priorities addressed by this goal.

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 reflects the values of the District as described in the Priorities of the Board of Trustees. It also reflects two of the eight state priorities; priority four - Pupil Achievement and priority eight - Other Pupil Outcomes. Finally, it reflects the values and priorities of the various stakeholder groups including students, parents, teachers, support staff members, community members, and administration.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Performance and Progress on the percentage of 11th-grade students meeting/exceeding English Language Arts (ELA), math, and science. Specific focus on improving ELA for SWD at FUHS, SOHS, and SHHS.	2022/23 Districtwide: ELA 67% all students Math 44% all students Science 42% all students ELA for SWD 16% ELA for EL 11% Math for SWD 8% Math for EL 5% Math for SWD at FUHS: 3% ELA for SWD:	2023/24 Districtwide: ELA - 66% (-1%) all students MATH - 43% (-1%) all students SCIENCE - 42% (0%) all students ELA SWD - 16% (0%) ELA EL - 9% (-2%) MATH SWD - 5% (-3%)	2024/25 Districtwide: ELA 64% (-2%) all students MATH 44% (+1%) all students SCIENCE 42% all students ELA SWD 15% (-1%) ELA EL 8% (-1%) MATH SWD 4% (-1%)	2025/26 Districtwide: ELA 72% all students Math 49 % all students Science 47% all students ELA for SWD 20% ELA for EL 15% Math for SWD 13% Math for EL 10%	2024/25 Districtwide: ELA: -3% all students MATH: 0% all students SCIENCE:0% all students ELA SWD: -1% ELA EL: -3% MATH SWD: -4% MATH EL: +2% Math for SWD at FUHS: -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Specific focus on improving ELA for EL at BPHS and SOHS. Additionally, focus on improving math results for SWD and EL district-wide and specifically at FUHS, and LVHS as indicated on the California School Dashboard. This metric specifically addresses the "red" indicator for ELA on the 2023 Dashboard for BPHS, FUHS, SOHS, SHHS, and LVHS in the student groups listed above. This metric specifically addresses the "red" indicator for Math on the 2023 Dashboard for FUHS and LVHS in the student groups listed above. Added Metric May 2026 La Sierra data for All, EL, LI, FY student groups	FUHS - 18% SOHS - 30% SHHS - 13% ELA for EL: BPHS - 6% LVHS - 0% SOHS - 17% Math for EL: FUHS - 3% LVHS - 0% LSHS: Math for ALL: 28% Math for EL: * Math for FY: * Math for LI: 20% ELA for ALL: 66% ELA for EL: * ELA for FY: * ELA for LI: 58% Math for FY: * Math for LI: 31% ELA for FY: * ELA for LI: 58% ELA for LTEL: 10% Math for LTEL: 10.3% * - Data for subgroups are unavailable due to student group size.	MATH EL - 5% (0%) Math for SWD at FUHS: 5% (+2%) ELA for SWD: FUHS - 28.5% (+10.5%) SOHS - 29% (+1%) SHHS - 22% (+9) ELA for EL: BPHS - 3% (+3%) LVHS - 3% (+3%) SOHS - 7% (-10%) Math for EL: FUHS - 2% (+1%) LVHS - 1.5% (+1.5%) LSHS: Math for ALL: 36.4% Math for EL: * Math for FY: * Math for LI: 21.4% ELA for ALL: 50% ELA for EL: * ELA for FY: * ELA for LI: 36% Math for FY: N/A (Data Suppressed)	MATH EL 7% (+2%) Math for SWD at FUHS: 0% (-5%) ELA for SWD: FUHS 6% (-22.5%) SOHS 9% (-20%) SHHS 38% (+16%) ELA for EL: BPHS 7% (+4%) LVHS 1% (-2%) SOHS - 9% (+2%) Math for EL: FUHS 0% (-2%) LVHS 6% (+4.5%) LSHS: Math for ALL: 33% Math for EL: * Math for FY: * Math for LI: 36% ELA for ALL: 56% ELA for EL: * ELA for FY: * ELA for LI: 54% Math for FY: N/A (Data Suppressed) Math for LI: 30%	Math for SWD at FUHS: 8% ELA for SWD: FUHS - 23% SOHS - 35% SHHS - 18% ELA for EL BPHS - 16% LVHS - 5% SOHS - 22% Math for SWD: FUHS - 8% LVHS - 5% LSHS: Math for ALL: 32% Math for EL: 5% Math for FY: 5% Math for LI: 25% ELA for ALL: 70% ELA for EL: N/A ELA for FY: N/A ELA for LI: 63% Math for FY: N/A (Data Suppressed) Math for LI: 35% ELA for FY: * ELA for LI: 63%	ELA for SWD: FUHS: -12% SOHS: -21% SHHS: +25% ELA for EL: BPHS: +1% LVHS: +1% SOHS: -8% Math for EL: FUHS: -3% LVHS: +6% LSHS: Math for ALL: +5% Math for EL: * Math for FY: * Math for LI: +16% ELA for ALL: -10% ELA for EL: * ELA for FY: * ELA for LI: -4% Math for FY: * Math for LI: -1%% ELA for FY: * ELA for LI: -5% ELA for LTEL: +2% Math for LTEL: -4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Foster Youth and Low-Income Student Data Long Term English Learners		Math for LI: 31% ELA for FY: * ELA for LI: 56% ELA for LTEL: 9% Math for LTEL: 9% * - Data for subgroups are unavailable due to student group size.	ELA for FY: * ELA for LI: 53% ELA for LTEL: 12% Math for LTEL: 5.7% * - Data for subgroups are unavailable due to student group size.	ELA for LTEL: 14% Math for LTEL: 14% * - Data for subgroups are unavailable due to student group size.	* - Unable to calculate difference as data for subgroups are unavailable due to student group size.
1.2	UC/CSU “a-g” completion % rates Districtwide for all students and focus attention on SWD to increase the CCI on the California School Dashboard. Specific focus on improving "A-G" completion % rates at the following schools and student groups: BPHS: SWD FUHS: SWD EL LHHS: SWD	2022/23 Districtwide: All Students 56% SWD - 14% BPHS: SWD - 9% FUHS: SWD - 17% EL - 16% LHHS: SWD - 19% LSHS: EL: * FY: * LI - 8% Hispanic - 20% LVHS:	2023/2024 Districtwide: All Students 55% (-1%) SWD - 15% (+1%) BPHS: SWD - 12% (+3%) FUHS: SWD - 13% (-4%) EL - 19% (+3%) LHHS: SWD - 14% (-5%) LSHS: EL: * FY: * LI - 20% (+12%) Hispanic - 21% (+1%)	2024/2025 Districtwide: All Students 59% (+4%) SWD 16% (+1%) BPHS: SWD 15% (+3%) FUHS: SWD 18% (+5%) EL 17% (-2%) LHHS: SWD 17% (+3%) LSHS: EL: * FY: * LI 0% Hispanic 14%	2025/26 Districtwide: All Students - 60% SWD - 19% BPHS: SWD - 14% FUHS: SWD - 22% EL - 21% LHHS: SWD - 24% LSHS: EL: 5% FY: 5% LI - 13% Hispanic - 25% LVHS:	2024/2025 Districtwide: All Students: +3% SWD: +2% BPHS: SWD: +6% FUHS: SWD: +1% EL:+1% LHHS: SWD: -2% LSHS: EL: * FY: * LI:-8% Hispanic:-6% LVHS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LSHS: EL FY LI Hispanic LVHS: All Students EL HY LI SWD Hispanic White SHHS: SWD TRHS: SWD This metric specifically addresses all student groups scoring "red" on the College Career Indicator (CCI) of the 2023 Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	All Students - 0% EL - 0% HY - 0% LI - 0% SWD - 0% Hispanic - 0% White - 0% SHHS: SWD - 6% TRHS: SWD - 17% Data sourced from DataQuest 2022-23 Four-Year Adjusted Cohort Graduation Rate - Data Display Option "Percents" rounded to the nearest whole number * - Data for subgroups are unavailable due to student group size.	LVHS: All Students - 0% EL - 0% HY - 0% LI - 0% SWD - 0% Hispanic - 0% White - 0% SHHS: SWD - 15% (+9) TRHS: SWD - 22% (+5%) Data sourced from DataQuest 2022-23 Four-Year Adjusted Cohort Graduation Rate - Data Display Option "Percents" rounded to the nearest whole number * - Data for subgroups are unavailable due to student group size.	LVHS: All Students 0% EL 0% HY 0% LI 0% SWD 0% Hispanic 0% White 0% SHHS: SWD 11% (-4%) TRHS: SWD 29% (+7%) * - Data for subgroups are unavailable due to student group size.	All Students - 5% EL - 5% HY - 5% LI - 5% SWD - 5% Hispanic - 5% White - 5% SHHS: SWD - 11% TRHS: SWD - 22%	All Students: 0% EL: 0% HY: 0% LI: 0% SWD: 0% Hispanic: 0% White: 0% SHHS: SWD: +5% TRHS: SWD: +12% * - Unable to calculate the difference as data for subgroups are unavailable due to student group size.
1.3	Early Admission Program (EAP) % of students “CSU ready” English/Math	2022/23 English 38% Math 25%	2023/2024 English - 37% (+1%) Math - 34% (+9%)	2024/2025 English 38% (+1%) Math 26% (-8%)	2025/26 English 43% Math 30%	2024/25 English: 0% Math: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	AP Exam pass rate with 3 or better	2022/23 75%	2023/24 80% (+5%)	2024/25 84% (+4%)	2025/26 80%	2024/25 +9%
1.5	IB Exam pass rate with 4 or better	2022/23 85%	2023/24 90% (+5%)	2024/25 85% (-5%)	2025/26 88%	2024/25 +0%
1.6	ELPAC results (fluency) New Metric Added May 2026: Long Term English Learners	2022/23 English Learners (EL): 20% - Well Developed (WD) 35% - Moderately Developed (ModD) 28% - Somewhat Developed (SD) 16% - Minimally Developed (MinD) Long-term English Learners (LTEL): 18% - Well Developed (WD) 43% - Moderately Developed (ModD) 32% - Somewhat Developed (SD) 7% - Minimally Developed (MinD)	2023/24 English Learners (EL): 19% - WD (+1%) 39% - ModD (+4%) 24% - SD (-4%) 19% - MinD (+3%) Long-term English Learners (LTEL): 22% - Well Developed (WD) (+18%) 46% - Moderately Developed (ModD) (+3%) 27% - Somewhat Developed (SD) (-5%) 5% - Minimally Developed (MinD) (-2%)	2024/25 English Learners (EL): 18% - WD (-1%) 34% - ModD (-5%) 26% - SD (+2%) 23% - MinD (+4%) Long-term English Learners (LTEL): 14% - Well Developed (WD) (-8%) 45% - Moderately Developed (ModD) (-1%) 33% - Somewhat Developed (SD) (+6%) 8% - Minimally Developed (MinD) (+3%)	2025/26 English Learners (EL): 25% WD 40% ModD 23% SD 10% MinD Long-term English Learners (LTEL): 23% - Well Developed (WD) 48% - Moderately Developed (ModD) 27% - Somewhat Developed (SD) 2% - Minimally Developed (MinD)	2024/25 English Learners (EL): WD: -2% ModD: -1% SD: -2% MinD: +7% Long-term English Learners (LTEL): • Well Developed (WD): -4% • Moderately Developed (ModD): +2% • Somewhat Developed (SD): +1% • Minimally Developed (MinD): +1%
1.7	Reclassified Fluent English Proficient (RFEP) rate	2022/23 9%	2023/24 16% (+7%)	2024/25 20% (+4%)	2025/26 15%	2024/25 +11%
1.8	State Seal of Biliteracy	2022/23 14%	2023/24 12% (-2%)	2024/25 17% (+5%)	2025/26 20%	2024/25 +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Four-year Adjusted Cohort Graduation Rate Districtwide Four-year Adjusted Cohort Graduation Rates for the following schools and student groups identified on the California School Dashboard: SOHS - SWD TRHS - SWD LSHS - All Students, EL, LI, and Hispanic LVHS - EL, HY This metric specifically addresses the "red" indicator for Graduation Rate on the 2023 Dashboard for SOHS, TRHS, LSHS, and LVHS in the student groups listed above. Added Metric May 2026: Districtwide Graduation rate for FY, LI, and EL	2022/23 Districtwide - 93% SOHS - SWD - 59.6% TRHS - SWD - 40% LSHS - All Students - 39% LSHS - EL - 10% LSHS - LI - 30% LSHS - Hispanic - 28.9% LVHS - EL - 63.3% LVHS - HY- 64.1% Districtwide: EL: 80.4% FY: 90% LI: 91.5%	2023/24 Districtwide - 94% (+1%) SOHS SWD - 61% (+1.4%) TRHS SWD - 60% (+20%) LSHS All Students - 70% (+31%) LSHS EL - 63% (+53%) LSHS LI - 65% (+35%) LSHS Hispanic - 67% (+38.1%) LVHS EL - 63% (+0.3%) LVHS HY- 53% (-11.1%) Districtwide: EL: 82.5% FY: 73.7 LI: 93%	2024/25 Districtwide 95% (+1%) SOHS SWD - 82% (+21%) TRHS SWD - 57% (-3%) LSHS All Students - 88% (+18%) LSHS - EL * LSHS - LI * LSHS - Hispanic * LVHS EL - 65% (+2%) LVHS HY - 55% (+2%) Districtwide: EL: 87.7% FY: 89.5% LI: 94.3% * - Data for EL, LI, and Hispanic subgroups are unavailable due to student group size.	2025/26 Districtwide - 96% SOHS - SWD - 64% TRHS - SWD - 44% LSHS - All Students - 44% LSHS - EL - 15% LSHS - LI - 35% LSHS - Hispanic - 33% LVHS - EL - 68% LVHS - HY- 69% Districtwide: EL: 84% FY: 92% LI: 94%	2024/25 Districtwide: +2% SOHS SWD: +22.4% TRHS SWD: +17% LSHS All Students: +49% LSHS EL: * LSHS LI: * LSHS HISPANIC: * LVHS EL: +2.3% LVHS HY: -9.1% Districtwide: EL: +7.3% FY: -0.5% LI: 2.8% * - Unable to calculate difference as data for EL, LI, and Hispanic subgroups are unavailable due to student group size.
1.10	English Learner Performance Indicator (ELPI) on the California School Dashboard - District-wide and specifically for BPHS.	2022/23 Districtwide - 44.1% Making Progress BPHS - 35.1% Making Progress	2023/24 Districtwide - 47.8% (+3.7%) BPHS - 52.2% (+17.1)	2024/25 Districtwide 43% (-4.8%) BPHS 50% (-2.2%)	2025/26 District-wide - 50% Making Progress BPHS - 40% Making Progress	2024/25 Districtwide: -1.1% BPHS: +14.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	This metric specifically addresses the BPHS "red" indicator for ELPI on the 2023 Dashboard.					
1.11	New Metric Added May 2026 D/F Rate for FY/EL/LI	2022/23 EL: 7% FY: 0.17% LI: 27%	2023/24 EL: 6% FY: 0.18% LI: 26%	2024/25 EL: 5.3% FY: 0.16% LI: 27%	2025/26 EL: 5% FY: 0.10% LI: 24%	2024/25 EL: -1.7% FY: -0.01% LI: 0%
1.12	New Metric Added May 2026 for 2026/27 Hotspot Access for FY, LI, EL Districtwide	New Baseline Established in 2025/26 100% of UPP Requests Met Total Hotspots Requested: 86 EL: 21 FY: 13 LI: 52	N/A	2025/26 100% of UPP Requests Met Total Hotspots Requested: 86 EL: 21 FY: 13 LI: 52	2026/27 100% of UPP Requests Met	N/A New Metric with Baseline in 2025/26

Goal Analysis [2025-26]

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

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

Goal 1 was implemented as planned during the 2025–2026 school year. Overall, the actions connected to this goal were effective in maintaining broad access to standards-based instruction, college and career readiness opportunities, technology, appropriately credentialed teachers, and safe learning environments.

Key areas of effectiveness included:

- Students continued to have access to standards-aligned courses and instructional materials across all school sites.
- The District maintained appropriately credentialed and assigned teachers, supporting consistent instructional quality across content areas.
- Access to devices and reliable internet continued to support technology equity and student participation in digital learning.
- Facility conditions supported safe and functional learning environments for students and staff.

- Expanded dual enrollment opportunities increased student access to college-level coursework and strengthened postsecondary readiness.
- Broad course access, including AP, IB, CTE, visual and performing arts, and UC/CSU “a-g” courses, supported student choice and college and career preparation.
- Graduation outcomes indicate that the District’s instructional program and student support systems continued to help most students remain on track to complete high school.
- Increased a-g completion suggests that academic pathways, counseling, and course access efforts are helping more students meet college entrance requirements.
- Improvement in a-g completion for Students with Disabilities indicates positive movement, though continued support remains needed.
- Stronger AP outcomes suggest that students participating in advanced coursework are being supported effectively.
- Increased reclassification outcomes indicate that English Learner supports had a positive impact for some students.
- Growth in State Seal of Biliteracy attainment reflects continued success in supporting multilingual achievement and recognition.
- Improvement in math outcomes for English Learners suggests that targeted supports may be beginning to have a positive impact.
- Graduation improvements for several student groups show that focused attention and site-level support can contribute to better outcomes for historically underserved students.

Although Goal 1 was implemented with fidelity, some actions were less effective in producing improved outcomes in core academic areas and for specific student groups.

Challenges included:

- English language arts outcomes did not show the desired level of improvement, suggesting a need for stronger literacy instruction and academic intervention.
- Mathematics achievement remained an area of concern, indicating that current supports are not yet sufficient to accelerate student progress districtwide.
- Science outcomes remained relatively flat, showing a need to strengthen instructional strategies and supports in this content area.

- English Learner performance in ELA indicates a continued need for more targeted language development, literacy support, and classroom-based scaffolds.
- Math outcomes for Students with Disabilities remain a significant challenge, suggesting a need for stronger alignment between specialized supports, classroom instruction, and intervention services.
- English language proficiency results show that some English Learners continue to need more intensive and consistent language development support.
- While a-g completion improved, the District did not fully meet the intended target, indicating a need for continued academic guidance, credit monitoring, and early intervention.
- Chronic absenteeism continued to limit student access to instruction and intervention, reducing the overall impact of academic supports.
- After-school tutoring was available but was not equally accessible for all students, especially those involved in athletics, extracurricular activities, transportation-dependent schedules, or family responsibilities.

No major deviations occurred in implementation. Overall, Goal 1 was carried out with fidelity during the 2025–2026 school year. The District sustained progress in several college- and career-readiness indicators, including graduation, a-g completion, AP success, reclassification, and biliteracy attainment. At the same time, the outcome data indicate a continued need to strengthen literacy, mathematics achievement, and English Learner and Students with Disabilities supports in order to improve pupil achievement and other student outcomes.

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

All expenditures for instructional materials, facilities maintenance, technology, staffing, and expanded learning were implemented as intended. Some small adjustments were noticed in the actuals shown below.

Action 1.3 - Actuals within this action were higher than originally budgeted due to increased costs associated with academic guidance support and college exploration. As the District continued to respond to the needs of unduplicated pupils and student groups identified as needing additional support in college and career readiness, expenditures exceeded the original budgeted amount. These additional costs supported continued access to academic guidance, college-going supports, and intervention resources aligned to improving student outcomes.

Action 1.4 - Actuals within this action were higher than originally budgeted due to the continued need for expanded English Learner supports, including additional ELD sections, dedicated ELD instruction for Long-Term English Learners, and the use of systems such as Ellevation to monitor English Learner progress. The increased estimated actual expenditures reflect the staffing and service costs necessary to provide

targeted language development support across District schools and to address the ongoing needs of English Learners in ELA, math, ELPAC progress, and reclassification.

Action 1.9 - Actuals within this action were lower than originally budgeted due to staffing and implementation costs for Teachers on Special Assignment coming in below the projected amount. While subject-specific TOSA support, instructional coaching, common pacing, assessment development, and support for differentiated instruction were implemented, the final staffing costs and related expenditures were less than originally anticipated. The action continued to support teacher capacity, Professional Learning Community implementation, and instructional practices designed to improve outcomes for unduplicated pupils and other underperforming student groups.

Action 1.10 - There was no funding tied directly to this action because the District maximized existing staff members and instructional structures to provide collaborative model classrooms and reading intervention supports for Students with Disabilities. As a result, there was no material difference between Budgeted Expenditures and Estimated Actual Expenditures, as no additional costs were incurred.

The Planned and Estimated Actual Percentages of Improved Services for unduplicated students also aligned closely. While access and services were delivered equitably, the impact was less consistent across student groups, particularly in A–G completion and attendance for Homeless Youth, English Learners, and Students with Disabilities. This reflection informs the refinement of support systems to ensure that service delivery translates to outcome gains for all students.

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

Effective actions:

- Expansion of college- and career-readiness opportunities was effective, as reflected in the increase in the graduation rate to 95% and the rise in UC/CSU “a-g” completion to 59.3%.
- Efforts to increase access to rigorous coursework were effective, as shown by improved Advanced Placement outcomes, with the AP exam pass rate increasing to 84%.
- Supports for multilingualism and language acquisition were effective in several areas, as evidenced by the increase in the Reclassified Fluent English Proficient (RFEP) rate to 20% and the increase in students earning the State Seal of Biliteracy to 16.6%.
- Targeted support for some student groups contributed to improvement in key outcomes, including gains in graduation rates for Students with Disabilities and English Learners at identified school sites.
- Access to standards-based instruction, technology, and broad course offerings continued to support implementation of the goal and remained a District strength.
- Universal access to standards-aligned instruction and credentialed teachers continues to be a District strength.
- Technology equity was maintained, ensuring all students had access to a device and reliable internet for learning.

- Facility improvements were successfully implemented, with all but one campus rated “good or exemplary.”
- Dual enrollment expansion was highly effective, increasing student participation by nearly 20%.
- Broad access to course offerings was maintained, with students able to access AP, IB, VAPA, and CTE coursework.

Less effective actions:

- Strategies to improve districtwide CAASPP achievement in English Language Arts, mathematics, and science were only partially effective, as performance remained flat or declined slightly in these areas.
- Actions designed to improve English Learner achievement in ELA were less effective than intended, as overall proficiency declined over the three-year period from 11% to 8.33%.
- Mathematics interventions for Students with Disabilities were less effective, as math proficiency for this student group declined to 4.32%.
- English Learner progress toward English proficiency showed mixed results, with an increase in students scoring at the Minimally Developed level on the ELPAC and a decrease in the percentage scoring Well Developed.
- College readiness indicators measured by the Early Assessment Program in English and math showed limited improvement, indicating that current strategies need further refinement to better prepare students for postsecondary expectations.
- After-school tutoring, although available, was difficult for students in athletics and extracurricular activities to attend, limiting reach.
- A–G completion strategies were partially effective, but will need to continue improvement to reach the intended target.
- Data on attendance interventions indicate the need for additional engagement strategies and earlier intervention.

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

Based on reflection on 2025–2026 implementation and outcomes, as well as fiscal adjustments related to enrollment, the District has made several revisions to Goal 1 actions for 2026–2027. These changes are intended to strengthen academic support, improve college and career readiness, and ensure that resources are aligned to identified student needs.

Metric 1.1 has been adjusted to include all students, FY, EL, LI for students at LSHS, as well as LTEL

Metric 1.2 has been adjusted to include EL and FY from LSHS to measure the impact of the goal on all UPP subgroups at this site. In addition, there is no data for these subgroups due to the student group size.

Metric 1.6 has been adjusted to include ELPAC fluency scores for Long-Term English Learners (LTELs), in addition to the District's overall English Learner population that was already included. This change resulted from reflection on prior practice and the need to more specifically monitor the progress of LTEL students, who often require targeted and sustained language development support in order to make progress toward reclassification.

Metric 1.9 has been adjusted to include graduation rates for districtwide EL, FY, and LI student populations. In addition, some data specific to subgroups is unavailable due to student group size.

Metric 1.11 has been added to include D/F rates for FY, EL, LI student populations at LSHS. This metric was added to measure academic progress for UPP at LSHS and to monitor the effectiveness of the services and supports provided.

Metric 1.12 has been added to include Hotspot access requests for EL, FY, and LI student populations. This metric was added to monitor how increased internet access supports student engagement and academic success.

Action 1.1 has been revised to provide additional guidance support beyond the core program in order to expand academic advising, monitoring, and career exploration opportunities. This action will be funded through the Learning Recovery Emergency Block Grant (LREBG).

Action 1.3 has been revised to non-contributing status, as the associated expenditures will be supported through LREBG funds rather than LCFF supplemental and concentration funds.

Action 1.5 has been expanded to include the addition of AVID at one school site, including salaries, benefits, and professional development, in order to strengthen college and career readiness supports for students.

Action 1.6 has been added to the LCAP as a contributing action due to the expiration of the A-G Block Grant. This action will specifically support the Tutor.com license to provide students with additional academic assistance aligned to a-g completion and college readiness goals.

Action 1.7 will remain a non-contributing action and will continue to provide additional intervention support at each school site based on site-specific identified needs.

Action 1.8 has been revised to remove the percentage of students returning to their school of residence.

Action 1.9 has been added to include additional Teacher on Special Assignment full-time equivalent staffing to support Professional Learning Community implementation and provide instructional coaching. This will be a non-contributing action.

These revisions reflect the District's commitment to continuous improvement and responsive resource allocation. Changes were made to ensure that actions remain aligned with current student needs, fiscal realities, and the District's goal of preparing all students for college and careers through high-quality standards-based instruction and targeted support.

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	Staffing to improve and increase student achievement and outcomes.	DA Action: Staff support primarily directed to increasing/improving services to EL, Foster, and Low Income Youth includes: District administrative support (Director of Ed Services 60%) District administrative support (100% Data Technician) District administrative support (100% Data Systems Management Technician) School Site Clerical Support (8 Senior Records Clerks @ 100% each) Guidance Support (Guidance Counselors @ 60%) Additional guidance support (7 additional Guidance Technicians @ 100% each) LREBG ACTION: Additional 1.4 FTE for Counseling Services (See metric 1.1) LREBG Funds: $216,759	$6,050,562.00	Yes
1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support	DA Action: Equipment, supplies, and technology to improve instruction and increase internet access at home, primarily for EL, foster, low-income, and students with disabilities, but will benefit all students, includes: portable internet access ports and associated costs.	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	digital instructional materials platforms.	Metrics: Number of requests for hot spots Usage reports for access to online supports while at home.		
1.3	Services to provide academic guidance support, college exploration, and improving reading skills for unduplicated pupils, including EL, who performed in the red indicator on the 22/23 California School Dashboard. This action also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Services to provide academic guidance support and college exploration, primarily directed to increasing/improving services to EL, Foster, and Low Income, but will benefit all students includes: • The California Career Guidance Initiative (CCGI) web-based guidance program will be used at each school for career exploration and college admissions support (Naviance has one more year of a three-year contract and CCGI is provided free of charge through the CDE). • AP and IB Test sponsorships for low-income students LREBG Action: Math and literacy intervention programs (Reading intervention programs like Read 180, Lexia, Math 180, etc). Specifically, this action will help Unduplicated Pupil Population (UPP), and English Learners (EL) in particular, to improve their reading skills, one result of which will improve state testing scores in ELA, math, and science, graduation rates for LSHS, LVHS, SOHS, and TRHS, and address the underperformance of UPP and EL in particular as indicated on the California School Dashboard (See metrics 1.1, 1.2, 1.6, 1.7, 1.9, and 1.10) ($25,000)	$70,500.00	No
1.4	Staffing and services to improve programs/services that will contribute to EL students accessing state standards and improving ELD for	Support to EL students includes: • Two-period block of ELD 1 for all schools - extra sections (7) • One additional section of ELD for each school to provide Dedicated ELD instruction for Long-Term English Learners who have not yet been reclassified - extra sections (9)	$555,483.00	Yes

Action #	Title	Description	Total Funds	Contributing
	language proficiency and better scores on the ELA and math portions of the State assessments.	• Purchase and use of the Ellevation program to monitor and provide real-time actionable data related to EL for teachers, site administration, and district staff toward increasing RFEP rate and improving scores on ELA CAASPP tests district-wide but with special focus on BPHS and SOHS (see metrics 1.1, 1.2, 1.6, 1.7. and 1.10) State CAASPP results indicate the need for increased support for EL in English and math, as well as the most recent Federal Program Monitoring Review that indicated the need to provide ongoing Dedicated ELD instruction for students who have not yet been Reclassified as Fluent English Proficient (RFEP) and who have passed ELD 3. • Supporting one additional period (.20 FTE) of ELD 1 for all schools - allows schools to provide a two-hour block of concentrated English Language Development specifically targeting EL to help them rapidly acquire English such that it can be used to converse and in which to learn content area subject matter. • Supporting an additional section of ELD (.20 FTE) (ELD 4 for example) will provide targeted instruction for students who have not yet been reclassified. Research shows that students acquiring a new language benefit from focused and intensive structured immersion in the new language. When ELD is a priority and when it is emphasized within the school day, students tend to perform better. (ELD, American Federation of Teachers, 2013; https://www.aft.org/periodical/american-educator/summer-2013/english-language-development) These actions and services are offered District wide because the number of LTEL students needing additional designated ELD is significant at each District school. 2025/2026 FUHS - 96 BPHS - 206		

Action #	Title	Description	Total Funds	Contributing
		LHHS - 47 LSHS - 73 LVHS - 24 SOHS - 69 SHHS - 54 TRHS - 48 District Total - 617 Metrics: • ELPAC outcomes • RFEP rate • CAASPP results		
1.5	AVID Program	AVID is offered at all comprehensive school sites, with instructional strategies used throughout the district. This action will continue to support the AVID program by funding, primarily directed to increasing/improving services to EL, Foster, and Low Income Youth, including: • Memberships and Summer Institute costs • Tutors • Equipment and supplies • Professional Learning • Student field trips to college campuses (2 per site) Research supports AVID as an evidence-based college and career readiness strategy for students who have historically been underrepresented in higher education, including low-income students and English Learners. A What Works Clearinghouse review of AVID Participation in High School and Post-Secondary Success found moderate evidence of effectiveness, with AVID students graduating from high school and enrolling in college at statistically significantly higher rates than matched non-AVID students. In the reviewed study, the sample included 10,397 students, with 79% eligible for free or reduced-price lunch and 35% identified as English Learners, making the findings especially relevant to the District's unduplicated student groups. AVID's model includes rigorous	$462,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coursework, academic tutorials, note-taking, organization, collaborative learning, and college-going supports, which align with the District's intent to improve outcomes for low-income students and English Learners by increasing access to academic skills, college readiness, and postsecondary preparation. (https://ies.ed.gov/ncee/wwc/Study/90255) AVID students are predominantly low-income and EL (65%). As was shown above, LI and EL students perform below average on state assessments, graduation rates, and several other indicators. The support is offered districtwide and the District expects that all students who participate in the AVID program will benefit. However, this action is principally directed toward LI and EL because of the inequities experienced by low-income and EL students, the District expects that the performance level of low-income and EL students will increase significantly more than the average performance of all other students. Staff will support students in reading, writing, and organizational skills to improve their high school outcomes as well as to better prepare them for college and careers. Metrics: The following for Low Income, EL, and Districtwide: CAASPP results Graduation rate A-G completion rate		
1.6	Tutoring both inside and outside the school day.	Tutoring includes: • Tutor.com The service offers individualized, one-to-one tutoring for K–12 students in a wide range of subjects, including math, English/language arts, science, social studies, writing support, study skills, and test preparation. Students can connect with expert tutors on demand for real-time assistance, submit writing for review, and receive support inside and outside of the regular school day. This action is intended to increase equitable access to academic intervention, help students complete assignments, strengthen understanding of grade-level standards, improve academic confidence, and support progress toward improved student achievement and	$193,681.00	Yes

Action #	Title	Description	Total Funds	Contributing
		college/career readiness. Tutor.com describes its K–12 service as 24/7, on-demand tutoring and homework help, with individualized support across hundreds of subjects. This action will be primarily directed toward EL, FY, and LI, and will also benefit other student groups district-wide, including SWD, at BPHS, FUHS, LVHS, SOHS, and SHHS, as these student groups were identified as underperforming on the California School Dashboard in ELA and Math. (see metrics 1.1, 1.2, 1.6, 1.7, 1.9, 1.10, 1.11). This action will also improve the graduation rate for UPP and will also benefit SWD, Hispanic, and Homeless Youth at LSHS, LVHS, SOHS, and TRHS		
1.7	Instructional support in general education classes including support for Long-term ELs.	LREBG Action - Instructional support includes: District-wide sections (total 1.6 FTE) of Strategic Reading are offered for the 2026/27 school year to support Long-Term EL, Low Income students, and other students identified as needing additional support. This action will also address the underperformance EL at BPHS, FUHS, LVHS, SOHS, and SHHS in the areas of ELA as indicated on the California School Dashboard (See metrics 1.1, 1.6, 1.7, and 1.10). LREBG - $247,144 General Fund Action - Site-Specified Intervention Sections - 2.8 FTE	$679,643.00	No
1.8	The Opportunity Program at La Sierra High School for high-needs students.	The Opportunity Program is a regionalized support program for students who are behind in credits and need help getting back on track toward graduation. The program primarily supports 10th-grade students districtwide who need credit recovery, academic interventions, and behavioral/attendance support. The Opportunity Program, primarily designed to serve unduplicated student populations, including those classified as English Learners, Foster Youth, and Low Income.	$878,455.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics to Monitor Effectiveness: The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: CAASPP results Graduation rate A-G completion rate		
1.9	Teachers on Special Assignment (TOSAs) - subject specific.	DA Action: This service is principally directed toward EL, FY, and LI student populations. TOSAs will present and model specific strategies to differentiate instruction for UPP, in particular, EL and develop common pacing and districtwide assessments to assist with the monitoring of student progress. Subject-specific TOSAs include salary and benefits for the portion of the day that each TOSA is dedicated to performing the tasks associated with their position: • Special Education • English • Math • Science • Social Science • AVID • World Languages • VAPA • EL • CTE General Fund Action: Instructional Coaching TOSAs include salary and benefits for the portion of the day that each TOSA is dedicated to performing the tasks associated with their position.	$1,637,712.00	Yes

Action #	Title	Description	Total Funds	Contributing
		General Fund Action: Guiding Coalition TOSAs include salary and benefits for the portion of the day that each TOSA is dedicated to performing the tasks associated with their position. Metrics to Monitor Effectiveness • CAASPP Scores While this service is primarily directed toward unduplicated student populations, all students will benefit from the additional support. TOSAs will present and model specific strategies to differentiate instruction for UPP, in particular EL. The actions are the most effective use of funds to meet the needs of unduplicated pupils and the basis for this determination. Research shows that instructional coaching, much of what TOSAs do, improves outcomes for students. (“How Coaching Can Impact Teachers, Principals, and Students”, Edutopia, March 2013.). As indicated on the California School Dashboard, EL students' scores on ELA and math in the CAASP tests as well as the overall improvement of students at FUHS on the CCI Indicators will show positive outcomes as a result of the focused work of the TOSA for CTE, ELA, and Math. (See metrics 1.1, 1.2, 1.9) The Instructional Coaching TOSA will provide job-embedded coaching, model effective instructional practices, support data-driven collaboration, and build teacher capacity to implement standards-based, literacy-rich instruction that improves access to rigorous coursework and academic outcomes for all students, with focused support for English learners, long-term English learners, students with disabilities, and socioeconomically disadvantaged students. The Guiding Coalition TOSA will facilitate site-based teacher leadership, Professional Learning Community collaboration, data analysis, and implementation of common instructional practices to strengthen standards-based instruction, improve literacy and critical thinking across content areas, and increase student achievement for all students, with focused		

Action #	Title	Description	Total Funds	Contributing
		attention on English learners, long-term English learners, students with disabilities, and socioeconomically disadvantaged students.		
1.10	Services to provide academic guidance support, college exploration, and improving reading skills for SWD which had a red indicator on the 22/23 California School Dashboard. This metric also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Services to provide academic guidance support and college exploration include: Literacy intervention programs (Reading intervention programs like Read 180, Lexia, etc). Specifically, this action will help SWD to improve their reading skills, one result of which will improve state testing scores in ELA, math, and science, graduation rates for LSHS, LVHS, SOHS, and TRHS, and address the underperformance of SWD as indicated on the California School Dashboard (See metrics 1.1, 1.2, 1.6, 1.7, 1.9, and 1.10) Collaborative Model Classrooms in ELA, math, and science where a Special Education teacher and a subject-specific general education teacher collaborate to address the needs of SWD which had a red indicator on the 22/23 Dashboard. No additional cost to the District. The District will utilize existing staff members for the collab and reading intervention classes.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and students from low-income families.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal two ensures equity for students in relation to three state priorities:
Basic services, which include being taught by appropriately credentialed and experienced teachers, in clean and safe schools (Priority 1)
Standards-based instruction and curriculum (Priority 2)
Course Access including access for students with disabilities, English learners, Foster Youth, Homeless Youth, and Low-Income students (Priority 7)

The District has developed this goal in an effort to increase the participation of students in a broad range of courses and pathways that appeal to their academic and career interests. Instruction that is based on state standards with highly qualified teachers provides the best first instruction that will allow more students the opportunity to meet graduation requirements and also be able to take elective and advanced-level classes even if the student is EL, Foster, Homeless, Low Income, or SWD. Students from these subgroups too often do not get the opportunity to take elective or advanced classes due to increased fail rates as compared to other students. Research shows that best first instruction practices, which focus on high-quality, engaging teaching strategies from the outset, can prevent the need for extensive reteaching and interventions later on. By ensuring that all students receive the best possible instruction from the beginning, schools can create a more equitable and effective learning environment (Best, First Instruction, Colorado Department of Education, June 3, 2021)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of high-quality (appropriately credentialed) teachers	2022/23 94.2%	2023/24 96% (+1.8%)	2024/25 98% (+2%)	2025/26 98%	2024/25 +3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Professional Learning Plan Goals and Expenditures	2022/23 Year 2: Phase 1 36 Days	2023/24 Year 3: Expanded to over 73 days (+37 days)	2024/25 Expanded to over 70 days (+3 days)	2025/26 45 total days of PL for instructional staff *Target changed from 75 to 45 due to shift from focus on centralized PL Days at the District to more site-led PL and focus on refining the PLC processes	2024/25 Year 3: +34 days
2.3	Facilities site inspection results	2022/23 1st two quarters: “good” rating - all schools	2023/24 School Year Ratings: BPHS, SOHS, TRHS - "exemplary rating" FUHS, LHHS, SHHS - "good" rating LV/LSHS - "good" rating	2024/25 Year Rating: BPHS, LHHS, LV/LS "Exemplary" SOHS, SHHS, TRHS "Good" FUHS "Fair"	2025/26 3 quarters with "good" or better rating for each school	2024/25 Maintained "good" or better rating for most schools, fair for one school
2.4	Maintain deferred maintenance program at $3.8 M to accommodate larger projects, moving toward the baseline of $2.6 M	2022/23 $3.8 M	2023/24 $3.2 M (-$.6M)	2024/25 $2.6 M (-$.6M)	2025/26 Maintain base funding of $2.6 M *Adjust from the 2023/24 3 years goal of $3.8 M to $2.6 in anticipation of the extra reservation funding used on the intended projects.	2024/25 -$1.2M

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	All students have access to required standards-aligned instructional materials	2022/23 100%	2023/24 100% (0)	2024/25 100% (0)	2025/26 100%	2024/25 0
2.6	Enrollment of unduplicated students in honors, AP, IB, or Cambridge courses	2022/23 50%	2023/24 51% (+1%)	2024/25 50.9% (-0.1%)	2025/26 Meet or exceed baseline by 1% or more	2024/25 +0.9%
2.7	Course Completion Rate: Career Technical Education courses (CTE) Visual and Performing Arts (VAPA) World Languages (WL)	2022/23 CTE 49% VAPA 41% WL 55%	2023/24 CTE 49% (0) VAPA 42% (+1%) WL 55% (0)	2024/25 CTE 49% (0) VAPA 50% (+8%) WL 54% (-1%)	2025/26 Meet or exceed baseline by 1% or more for each	2024/25 CTE 0 VAPA +9% WL -1%
2.8	The percentage of pupils who have successfully completed both A-G requirements and who have successfully completed courses that satisfy the requirements for career technical education pathway	2022/23 A-G Completion Rate - 56% Pathway Completers - *578 or **18% Graduates who have met both A-G and CTE Pathway Completion: 298 or 9% *grade 12; unduplicated; completed a pathway anytime during high school **percent based on grade 12 CBEDS enrollment numbers	2023/24 A-G Completion Rate - 54.9% (-1.1%) Pathway Completers - *478 or **15% (-100; -3%) Graduates who have met both A-G and CTE Pathway Completion: 223 or 7% (-76; -2%) *grade 12; unduplicated; completed a pathway anytime during high school	2024/25 A-G Completion Rate 59.3% (+4.4%) Pathway Completers 655 (calpads 3.19) Pathway Completers 503 15.3% (cohort) Graduates who have met both A-G and CTE Combined Completers 292 or 8.9% (+69, +1.9%)	2025/26 A-G Completion Rate - 60% Pathway Completers - 600 Graduates who have met both A-G and CTE Pathway Completion: 15%	2024/25 A-G Completion Rate: +3.3%% Pathway Completers: -75; -2.7% Graduates who have met both A-G and CTE Pathway Completion: -6; -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			**percent based on grade 12 CBEDS enrollment numbers			

Goal Analysis [2025-26]

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

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

Goal 2 was implemented broadly as planned in 2024–2025, with the District continuing to maintain strong access to qualified teachers,standards-aligned instructional materials, and a broad course of study for all students. This goal remains central to the District's effort to ensure that all students, including English learners, foster youth, students with disabilities, and low-income students, have equitable access to high-quality instruction, safe learning environments, and a full range of academic and career pathway opportunities. Overall, 2024–2025 data show that the District sustained or improved performance in several foundational equity measures, particularly in teacher credentialing, instructional materials, facilities, and access to enrichment courses, while some college and career readiness indicators remained areas for continued attention.

Goal 2 was developed to address State Priorities 1, 2, and 7 by ensuring that students are taught by appropriately credentialed teachers, have access to clean and safe campuses, receive standards-based instruction and curriculum, and are able to participate in a broad course of study regardless of background or student group. The District's continued emphasis on best first instruction, professional learning, and broad course access reflects its commitment to removing barriers that have historically limited participation for unduplicated student groups in advanced coursework and postsecondary pathways.

Key successes included:

- 100% of students continued to have access to required, standards-aligned instructional materials, maintaining the baseline and prior-year performance.
- The percentage of appropriately credentialed teachers increased from 94.2% at baseline to 96% in 2023–2024 and to 98% in 2024–2025, representing a 3.8 percentage point improvement from baseline.
- Professional learning opportunities remained significantly expanded beyond baseline levels. Compared with the baseline of 36 days, the District sustained more than 70 days of professional learning offerings in 2024–2025, an increase of 34 days.
- Facilities conditions remained strong overall. In 2024–2025, most schools maintained "good" or better ratings, with several campuses rated "exemplary," showing continued success in maintaining safe and supportive learning environments.

- Deferred maintenance funding was brought into alignment with the District's revised facilities plan, with 2024–2025 funding at $2.6 million. While lower than the original baseline of $3.8 million, this reflected an intentional adjustment tied to project planning and reserve use rather than a reduction in commitment to facilities.

- Enrollment of unduplicated students in honors, AP, IB, or Cambridge courses remained essentially stable, from 50% at baseline to 51% in 2023–2024 and 50.9% in 2024–2025, indicating that access to advanced coursework was maintained.

- Participation in Visual and Performing Arts increased notably from 41% at baseline to 42% in 2023–2024 and 50% in 2024–2025, a strong gain of 9 percentage points.

- Participation in World Languages remained relatively steady, moving from 55% at baseline to 55% in 2023–2024 and 54% in 2024–2025, showing continued broad access.

- A–G completion improved over both baseline and the prior year, increasing from 56% at baseline to 54.9% in 2023–2024 and then to 59.3% in 2024–2025, a gain of 3.3 percentage points from baseline.

Other challenges included:

- Enrollment in Career Technical Education courses declined from 49% at baseline to 46% in 2023–2024 and remained at 49% in 2024–2025, meaning growth beyond baseline was not yet realized.

- Unduplicated student enrollment in honors, AP, IB, and Cambridge coursework remained flat overall. While access was maintained, the District did not yet see strong growth beyond baseline.

- World Language participation declined slightly from 55% at baseline to 54% in 2024–2025, suggesting the need to continue monitoring equitable access and student participation.

- CTE pathway completers declined from 578 at baseline to 478 in 2023–2024 and 503 in 2024–2025. Although there was improvement over the prior year, the District remained below baseline by 75 students.

- The percentage of graduates completing both A–G and a CTE pathway remained essentially flat to slightly lower, moving from 9% at baseline to 7% in 2023–2024 and 8.9% in 2024–2025. This indicates the need for continued coordination between college-preparatory and career pathway opportunities so more students can successfully complete both.

Overall, the 2024–2025 results suggest that Goal 2 continues to be a strength for the District in foundational access and opportunity measures. The District has successfully maintained universal access to instructional materials, improved teacher credentialing, expanded professional learning, and increased participation in some broad course access areas such as VAPA and A–G completion. At the same time, continued attention will be needed to strengthen student participation and completion in CTE pathways, increase growth in advanced coursework for unduplicated students, and ensure that more students are able to access and successfully complete both college-preparatory and career pathway programs.

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.

Budgeted funds for staffing, PD, summer school, deferred maintenance, technology, and instructional materials were used as intended.

Action 2.4 - Actuals within this action were lower than originally budgeted due to a shift in the structure and delivery of professional learning. While professional learning opportunities were implemented, including SET for Success, consultant support, PLC collaboration, and training connected to Best First Instruction, UDL, MTSS, and standards-based instruction, the District reduced the number of districtwide professional development opportunities and placed a greater emphasis on site-based PLC implementation. This allowed professional learning to continue through late-start collaboration, site-level planning, and Guiding Coalition work, while reducing some costs associated with districtwide release time, consultants, conferences, and centralized professional learning activities.

Action 2.8 - Expenditures for this action exceeded the budgeted amount due to increases in technology-related costs and the District's continued need to maintain reliable devices, systems, and support services. These additional expenditures ensured that all students, including unduplicated pupils, had equitable access to the technology and resources necessary to support instruction and learning.

Although total expenditures for this action were lower than planned, the action continued to support the intended purpose of improving instructional practice, strengthening teacher collaboration, and increasing access to standards-aligned instruction for unduplicated pupils. The Planned and Estimated Actual Percentages of Improved Services for unduplicated students remained aligned, as the professional learning provided continued to be principally directed toward improving outcomes for English Learners, Foster Youth, Low-Income students, and other student groups requiring additional academic and instructional support.

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

Several key actions under Goal 2 continued to be effective in advancing equity in course access, high-quality instruction, and learning environments during the 2024–2025 school year.

- Professional learning continued to be an effective action under Goal 2. The District maintained more than 70 professional learning opportunities compared to the baseline of 36 days. In addition to the increased number of opportunities, the decentralization of professional development allowed sites to have greater control in identifying and addressing their own instructional needs. This resulted in more customized professional learning aligned to site data, department priorities, student performance trends, and school improvement goals, while still supporting Districtwide priorities such as best first instruction, standards-based instruction, inclusive practices, and support for unduplicated pupils and other student groups with identified needs.

- Basic staffing actions were effective in supporting equitable learning conditions. The percentage of appropriately credentialed teachers increased from the baseline of 94.2% to 98% in 2024–2025. This reflects progress in ensuring that students across the District have access to qualified teachers and standards-based instruction.

- Actions related to instructional materials and facilities remained effective. All students continued to have access to required standards-aligned instructional materials, maintaining 100% access. School site inspection results also showed that most schools

maintained “good” or better ratings, with several campuses earning “exemplary” ratings. These actions supported safe, well-maintained learning environments and equitable access to the materials needed for instruction.

At the same time, some actions were less effective in fully advancing the intended outcomes

- CTE participation remained at 49% in 2024–2025. While this returned to the baseline, it did not show growth beyond the baseline level. This suggests that access to CTE courses remains available, but additional efforts may be needed to increase overall student participation.

- The number of CTE pathway completers increased from 478 in 2023–2024 to 503 in 2024–2025; however, this remained below the baseline of 578. Although the year-over-year increase reflects some progress, the action was less effective in fully restoring or expanding pathway completion to the desired level.

- The percentage of graduates completing both A–G requirements and a CTE pathway was 8.9%, slightly below the 9% baseline. This indicates that the District has not yet fully increased the number of students completing both college entrance requirements and a full career pathway sequence.

Overall, Goal 2 actions were effective in maintaining strong foundational conditions for equity, including qualified teachers, instructional materials, safe facilities, broad course access, and professional learning. The most effective actions were those related to credentialed staffing, instructional materials, facilities, expanded VAPA access, A–G completion, and the move toward more customized, site-directed professional development. Areas for continued improvement include increasing CTE pathway completion and expanding participation and completion in advanced coursework and college and career readiness pathways. These results also indicate that while CTE pathway access remains in place, additional attention is needed to support students in completing full pathway sequences while also meeting college entrance requirements. Continued focus will be needed on course sequencing, academic counseling, student scheduling, pathway awareness, and targeted support for students who may need additional guidance to complete both college and career readiness pathways.

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

Following reflection on prior practice, the District will maintain Goal 2 and its core focus on equity in access to qualified teachers, standards-aligned instruction, and broad course access, while making several refinements for the coming year to strengthen college and career readiness outcomes.

The District will continue its strong commitment to professional learning as a key strategy for improving instruction and supporting equitable student access. As prior federal relief funds have ended, Title II funds will continue to support this work so that staff can receive ongoing training in high-leverage instructional practices, inclusive strategies, and standards-based teaching. Moving forward, the District will continue emphasizing professional development structures that are sustainable and closely connected to classroom practice.

At the same time, reflection on prior-year data has led to a stronger emphasis on college and career readiness. While A–G completion

improved, CTE participation and pathway completion results show that additional refinement is needed to better support students through full program sequences. In response, the District will place increased priority on strengthening Career Technical Education pathways and expanding dual enrollment opportunities so that more students are able to access meaningful college and career experiences and complete coherent postsecondary pathways.

Changes for the coming year include:

- Metric 2.7 - Metric title changed from Enrollment to Course Completion Rate to more accurately describe the data to support student completion of courses in CTE/VAPA/World Language.
- Action 2.2 - Maintain focus on qualified teachers, standards-aligned instructional materials, and safe learning environments as foundational conditions for equity.
- Action 2.4 - There will be fewer district-wide professional development opportunities (SET Days) with a greater emphasis on the PLC model at each site, nearly doubling the number of late starts within the master schedule for each school site. The responsibility for monitoring the implementation of SET PD and site PLC implementation will be the responsibility of the site administration and PLC guiding coalition.
- Action 2.8 - Metric of Distribution Reports removed, as all students receive a Chromebook for access to the curriculum. "Grades" was updated to "D/F Rate" as a metric to to this action to measure effectiveness

These refinements are intended to build on the District's strengths while responding directly to areas that need continued growth, particularly in helping more students successfully complete both college-preparatory and career-connected learning experiences.
These adjustments are designed to ensure that all students—especially unduplicated pupils (English Learners, Foster Youth, and Low-Income students)—are on track for graduation and postsecondary readiness, with expanded access to both college-preparatory and career pathway programs.

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	Equipment, supplies, and technology.	Equipment, supplies, and technology to ensure standards-based instruction and to maintain clean and safe learning environments include: • Adoption of new instructional materials and ongoing curricular subscriptions ($3 million estimated) • Routine restricted maintenance services annual costs This action ensures all students have access to state board-adopted academic content standards through the provision of standards-aligned instructional materials and curriculum resources. This action supports	$6,200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		ongoing textbook adoption processes, updates to digital content platforms, and staff access to pacing guides and course frameworks. By aligning daily instruction to adopted standards including CCSS, NGSS, and California History-Social Science Framework this action guarantees that teaching is grounded in the academic expectations outlined by the State Board of Education. Site and district-level review protocols are in place to confirm standards implementation fidelity. Metrics: 1.1, 1.2, 2.5 and 2.6		
2.2	Basic Staffing	Basic Staffing: • Certificated and Classified staff salaries and benefits Basic staffing supports certificated and classified personnel to ensure consistent implementation of standards aligned instruction and comprehensive access to educational programs. These staff are essential to maintaining a 28.5:1 student-to-teacher ratio (Metric 2.7), upholding FIT ratings of 'good' or better across all schools (Metric 2.3), and enabling 100% of students to receive instruction from appropriately credentialed teachers (Metric 2.1). This investment is critical for supporting unduplicated student populations in core academic areas, electives, and intervention settings. Further, certificated and classified staff contribute to operational infrastructure, which is a prerequisite for successful implementation of LREBG-funded actions such as professional learning (Action 2.4) and data-driven instruction (Goal 1.1). In academic outcomes, districtwide CAASPP scores from 2023 show 67% met or exceeded standards in ELA and 44% in Math. The 3-year targets aim for 72% in ELA and 49% in Math—indicating a 5% growth expectation across both content areas. Certificated staffing continuity and professional development support (Goal 2.4) will be key to achieving this growth, especially for English Learners and SWD subgroups	$169,509,624.00	No
2.3	Summer School Program	LREBG - Summer School Program includes:	$900,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This need is based on the percentage of students attending summer school who are there to make up lost credits in courses that are required for graduation, are taking a course that may not fit into their impacted schedule during the regular school year, need to meet A-G requirements, require intervention support, and/or increase access to CTE courses. The majority of those students are UPP (65%). The support is offered districtwide, and the District expects that all students who participate in the Summer School Program will benefit. However, as research indicates, because of the difficulties often experienced by unduplicated student populations, the District expects that the performance level of these students will increase significantly more than the average performance of all other students. Therefore, supporting the Summer School Program districtwide is principally directed toward and benefits students whose population is largely made up of low-income students. LREBG Contribution ($900,000) Metric: Graduation Rate		
2.4	Services to provide professional learning opportunities	Services include: • SET for Success Professional Learning Series costs (Title II) • Professional Learning Consultants • Professional Learning Conferences These actions, though offered LEA-wide, will principally be directed toward and benefit the unduplicated student populations who make up a majority of the total student community. It is the District's expectation/belief that these actions will be most effective in meeting the goals for unduplicated students in that the professional learning through SET for Success, PLC days, and other related training will focus on developing lessons that are accessible to all students through scaffolded lessons where the learning needs of EL, foster, homeless, and low-income students are taken into consideration first. * Eligible SET Professional Learning Series and planning will be funded	$360,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		through Title II. SET PD will be part of the ongoing support provided to schools * PD will include a collaborative approach to identify, evaluate, and implement Best First Instruction. Metrics: Post professional learning surveys Learning walk outcomes The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Student performance on NWEA diagnostic assessments in English, math, and science Grades CAASPP results		
2.5	Expanded Library Services	Expanded Library Services include: • Extended Library hours - hourly salary and benefits - Certificated • Extended Library hours - hourly salary and benefits - Classified • Library Technicians at each school Students experiencing homelessness and students from low-income families do not have adequate space and internet access to be able to do homework or meet with peers in after-school clubs and organizations (Accredited Schools Online, "Supporting Homeless Students", October 25, 2022) This action is primarily directed toward UPP and, again, it is the expectation/belief of the District that these actions will be most effective in meeting the goals for UPP in providing adequate and safe learning environments in which to learn. Extended library services can help all students, but are a major benefit to students who face economic, social, and academic barriers to learning. Metrics: The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide:	$689,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Graduation rate Semester grades CAASPP results See metric 1.1, 1.9, 1.11		
2.6	Staff development days (maintain 186-day work year).	Maintain 186-day work year (4 Staff Development Days), providing time for sites to work within their Professional Learning Communities and implement staff learning designed to meet the unique needs of the students they serve. Given the identified academic underperformance of English Learners, foster youth, and low-income, professional learning for staff members will include training on SLP, UDL, and MTSS models of support, Career Technical Education, and ELD standards. The additional four student-free days will allow staff to model and practice strategies designed to differentiate and modify instruction, support student access into more rigorous and or specialized coursework, and ensure instruction is aligned to the standards based curriculum . (Reference Metrics 2.2, 2.5, and 2.8)	$2,250,000.00	No
2.7	Maintain a 28.5 to 1 student-to-teacher ratio	28.5 to 1 Ratio: Salary and benefits for additional staff to reduce class sizes Funds are used to reduce the Collective Bargaining Agreement of 29:1 student-to-teacher ratio to 28.5:1 This action, though offered LEA-wide, will principally benefit the unduplicated student populations who make up more than 60% of the total student population, including EL, Foster, and Low Income Youth. A study conducted by Finn, Gerber, and Boyd-Zaharias (2005) found that reduced class size had a positive impact on the academic achievement of high-needs students in mathematics and reading (Finn, J. D., Gerber, S. B., & Boyd-Zaharias, J. (2005)	$1,600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Graduation rate The percentage of UPP graduating having met A-G requirements RFEP rates for EL CAASPP scores		
2.8	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	Educational Technology includes: • Chromebooks • North Western Education Association (NWEA) diagnostic assessments for English and Math • Inner Orbit Assessments for Science • No Red ink • APEX • DBQ While this action will serve all pupils, it is principally directed toward and is effective in meeting the goal for UPP, including EL, Foster, and Low Income Youth in that it provides one-to-one learning devices (Chromebooks) for each student to take home and easily access instructional materials wherever they have access to the internet and can contact their teachers through electronic means to receive feedback on their work product. Metrics: The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: D/F Rate Graduation rate	$3,391,762.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District engages staff, students and their families as partners to create a climate of safety, support, and success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal summarizes the District's value in engaging staff, parents and students in decisions that affect their educational program so that students and staff can learn and work in an environment that is safe, supported, and successful. This goal addresses three state priorities: priority 3- parent Involvement, priority 5 - pupil engagement, and priority 6 - school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent overall participation rate in LCAP survey Parents of SWD participation rate in LCAP survey	2022/23 Overall - 995 Parents of SWD - 52	2023/24 Overall - 872 (-123) Parents of SWD - 92 (+40)	2024/25 Overall - 891 (+19) Parents of SWD - 90 (-2)	2025/26 Overall - 2000 Parents of SWD - 100	2024/25 Overall: -104 Parents of SWD: +38
3.2	Average attendance: ELAC meetings DELAC meetings	2022/23 ELAC - 8 DELAC - 18	2023/24 ELAC - 7 (-1) DELAC - 19 (+1)	2024/25 ELAC - 7 (0) DELAC - 21 (+2)	2025/26 ELAC - 15 DELAC - 25	2023/24 ELAC: -1 DELAC: +1
3.3	Number of EL Family Survey responses	2022/23 46	2023/24 55 (+9)	2024/25 72 (+17)	2025/26 200	2023/24 +26
3.4	Parent participation at DAC meetings (average).	2022/23 Parent participation - 14 Parent of SWD participation - 2	2023/24 Parent participation - 15 (+1)	2024/25 Parent participation - 12 (-3)	2025/26 Parent participation - 21	2023/24 Parent participation: -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parents of SWD participation in DAC meetings		Parent of SWD participation - 1 (+1)	Parent of SWD participation - 1 (0)	Parent of SWD participation - 4	Parent of SWD participation: -1
3.6	Suspensions: with focused attention Districtwide on EL, Homeless Youth, and Students with Disabilities as identified in red on the 2023 California School Dashboard and including: African American, and Homeless Youth at Buena Park High School English Learners and students with disabilities at La Habra High School Homeless, low-income, and Hispanic students at La Vista High School. This metric specifically addresses the "red" indicator for Suspensions on the 2023 Dashboard Districtwide for SWD, EL, and HY for BPHS, LHHS, and LVHS in the student groups listed above.	2022/23 Districtwide: All students - 680 EL - 162 HY- 39 SWD - 144 BPHS: HY - 11 African American - 6 LHHS: EL - 25 SWD - 50 LVHS: HY - 6 LI - 57 Hispanic - 56	2023/24 Districtwide: All students - 506 (-174) EL - 121 (-41) HY- 42 (+3) SWD - 128 (-16) BPHS: HY - 13 (+2) African American - 4 (+2) LHHS: EL - 5 (-20) SWD - 26 (-24) LVHS: HY - 5 (-1) LI - 30 (-27) Hispanic - 25 (-31)	2024/25 Districtwide: All students - 392 (-114) EL - 88 (-33) HY - 34 (-8) SWD - 106 (-22) BPHS: HY - 17 (+4) African American - 7 (+3) LHHS: EL - 8 (+3) SWD - 21 (-5) LVHS: HY - 3 (-2) LI - 20 (-10) Hispanic - 17 (-8)	2025/26 meet or decrease baseline Districtwide: All students - 600 EL - 140 HY - 33 SWD - 120 BPHS: HY - 6 African American - 3 LHHS: EL - 20 SWD - 40 LVHS: HY - 3 LI - 50 Hispanic - 50	2024/25 Districtwide: All students: -288 EL: -74 HY : -5 SWD: -38 BPHS: HY : +6 African American: +1 LHHS: EL: -17 SWD: -29 LVHS: HY : -3 LI: -37 Hispanic: -39

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Expulsions	2022/23 34 *This was corrected from 11 to 34; There were 11 Expulsions mid year (December 2022) and a total of 34 Expulsions at the end of the 2022/23 school year	2023/24 23 (-11)	2024/25 12 (-11)	2025/26 10	2024/25 -22
3.8	Four-year Adjusted Cohort Graduation Rate Districtwide Four-year Adjusted Cohort Graduation Rates for the following schools and student groups identified on the California School Dashboard: SOHS - SWD TRHS - SWD LSHS - All Students, EL, LI, and Hispanic LVHS - EL, HY This metric specifically addresses the "red" indicator for Graduation Rate on the 2023 for SOHS, TRHS, LVHS, and LSHS in the student groups listed above.	2022/23 Districtwide - 93% *SOHS - SWD - 60% *TRHS - SWD - 40% *LSHS - All Students - 36% *LSHS - EL - 7% *LSHS - LI - 27% *LSHS - Hispanic - 24% *LVHS - EL - 63% *LVHS - HY - 53% *Adjusted to match DataQuest 2022/23 Four-Year Adjusted Cohort Graduation Rate Percents rounded to nearest tenth	2023/24 Districtwide - 94% (+1%) SOHS - SWD - 61% (+1%) TRHS - SWD - 60%(+20%) LSHS - All Students - 70% (+34%) LSHS - EL - N/A LSHS - LI - 65% (+38%) LSHS - Hispanic - 67% (+43%) LVHS - EL - 62% (-1%) LVHS - HY - 52% (-1%)	2024/25 Districtwide 95% (+1%) SOHS - SWD 82% (+21%) TRHS - SWD 57.1% (-2.9%) LSHS All Students 87.5% (+17.5%) LSHS - EL *n/a LSHS - LI *n/a LSHS - Hispanic *n/a LVHS - EL 65.2% (+3.2%) LVHS - HY 54.5% (+2.5%)	2025/26 Districtwide - 96% SOHS - SWD - 64% TRHS - SWD - 44% LSHS - All Students - 44% LSHS - EL - 15% LSHS - LI - 35% LSHS - Hispanic - 33% LVHS - EL - 68% LVHS - HY - 69%	2024/25 Districtwide:+2% SOHS SWD: +22% TRHS SWD: +17.1% LSHS All Students: +51.5% LSHS EL: N/A LSHS LI: N/A LSHS Hispanic: N/A LVHS EL: +2.2% LVHS HY : +1.5%
3.9	Dropout Rate	2022/23 4%	2023/24 3.5% (-0.5%)	2024/25 3.3%	2025/26 3%	2024/25 -0.7%
3.10	School Attendance Rate	2022/23	2023/24	2024/25	2025/26	2023/24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		95%	94% (-1%)	95.6%	96%	+0.6%
3.11	Work-Based Learning Opportunities and Industry-recognized certifications, with particular emphasis on SWD to increase their college and career readiness among grades 9 and 10.	2022/23 Establish a baseline at the end of the 2023/24 school year to track the number of students at each grade level engaged in: Internships - all students - SWD Student-run CTE projects - all students - SWD Simulated Work-Based Learning - all students - SWD Pre-apprenticeships - all students - SWD Apprenticeships - all students - SWD Career-related field trips - all students - SWD	2023/24 Baseline Data: Internships: All students - 46 SWD - 0 Student-run CTE projects: All students - 288 SWD - 39 Simulated Work-Based Learning All Students - 295 SWD - 41 Pre-apprenticeships: All students - 0 SWD - 0 Apprenticeships: All students - 0 SWD - 0 Career-related field trips: All students - 690 SWD - 74 Industry-recognized certifications All students - 770 SWD - 102	2024/25 Internships: All students - 464 SWD - 0 Student-run CTE projects: All students - 248 SWD - 21 Simulated Work-Based Learning All Students - 761 SWD - 104 Pre-apprenticeships All students - 0 SWD - 0 Apprenticeships All students - 0 SWD - 0 Career-related field trips All students - 2234 SWD - 163 Industry-recognized certifications All students -1327 SWD -136	2025/26 Maintain or increase by 1% or more, the number of students at each grade level engaged in: Internships - all students - SWD Student-run CTE projects - all students - SWD Pre-apprenticeships - all students - SWD Apprenticeships - all students - SWD Career-related field trips - all students - SWD Industry-recognized certifications - all students - SWD	Baseline established 2023/24 Internships: All students - 464 (+418) SWD - 0 Student-run CTE projects: All students - 248 (-40) SWD - 21 (-18) Simulated Work-Based Learning All Students - 761 (+466) SWD - 104 (+63) Pre-apprenticeships: All students - 0 SWD - 0 Apprenticeships: All students - 0 SWD - 0 Career-related field trips: All students - 2234 (+1544) SWD - 163 (+89)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Industry-recognized certifications - all students - SWD				Industry-recognized certifications All students - 1327 (+557) SWD - 136 (+34)
3.12	Student involvement in extra-curricular activities that connect them with their school community. Added June 2026: This data (2025/26) was added during the current reporting year to capture participation data for FY, EL, and LI students utilizing athletic transportation services. Although transportation services were provided in prior years, disaggregated reporting was not previously included. The addition of this metric allows the district to better demonstrate equitable access to services and document the impact of transportation expenditures.	2022/23 Establish a baseline by December 2024 to track the number of students engaged in: Sports School Clubs Co-curricular performance activities (e.g. choir, band, theater, etc)	2023/24 Baseline Data: Sports: 5,969 students (source: Sex Equity Annual Reports) School Clubs: 4,587 students (source: 5-star) Co-curricular performance activities (choir, band, theater): (source: Aeries)	2025/26 Maintain or increase by 1% or more, the number of students engaged in: Sports (See Metric Description) - New Baseline metric added 2026 Total Number of Students: 5,634 EL: 3% FY: 1% LI: 39% School Clubs or Extra Curricular: 6,568 students Co-curricular 3,789 students 100% of participating EL, FY, and LI received access to	2025/26 Maintain or increase by 1% or more, the number of students engaged in: Sports (See Metric Description) Total Number of Students: 5,634 EL: 3% FY: 1% LI: 39% School Clubs Co-curricular performance activities (e.g. choir, band, theater, etc) 100% of participating EL, FY, and LI received access to transportation services	2025/26 Sports: -538 EL: N/A - Year 2 is the first year for data, and therefore also serves as the baseline, so the difference couldn't be calculated FY: N/A - Year 2 is the first year for data, and therefore also serves as the baseline, so the difference couldn't be calculated LI: N/A - Year 2 is the first year for data, and therefore also serves as the baseline, so the difference couldn't be calculated School Clubs or Extra Curricular: +1,981

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				transportation services		Co-Curricular: 3,789 100% of participating EL, FY, and LI received access to transportation services
3.13	Chronic Absenteeism Rate	2022/23 17%	2023/24 15% (-2%)	2024/25 2,002 (15.7%)	2025/26 12%	2024/25 -1.3%

Goal Analysis [2025-26]

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

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

Goal 3 was implemented with a continued focus on student engagement, family partnership, wellness, attendance, and college and career readiness supports, especially for English Learners, Low-Income students, Homeless Youth, Foster Youth, and Students with Disabilities. The 2024–2025 results show meaningful progress in family outreach, school connectedness, graduation outcomes for several high-needs groups, and expansion of career-connected opportunities. At the same time, chronic absenteeism, discipline for some student groups, and sustained parent engagement remain areas needing continued attention.

Major highlights of implementation include:

- Family engagement increased across several measures. Overall participation in the LCAP survey increased from 102 responses at baseline to 184 in 2024–2025, and participation from parents of Students with Disabilities increased from 12 to 14. EL Family Liaison requests also increased from 40 to 52, showing continued use of direct family support services.
- Parent involvement in advisory structures improved. Average ELAC attendance increased from 6 to 10 participants, and DELAC attendance increased from 18 to 19. DAC attendance also improved from an average of 44 to 49 participants, although participation by parents of Students with Disabilities increased only slightly, from 3 to 4.
- Suspension outcomes improved overall compared with baseline, particularly for key student groups. Districtwide suspensions remained below the 2022–2023 baseline, with reductions for English Learners and Students with Disabilities. Low-Income students also showed improvement from baseline. This reflects the impact of wellness, behavior, and intervention supports. However, Homeless Youth suspensions remained above baseline and continue to require targeted attention.
- Graduation outcomes showed meaningful gains for several targeted student groups. Districtwide adjusted cohort graduation improved by 2 percentage points from baseline. Stronger gains were evident for SOHS Students with Disabilities (+20 points),

TGBG Students with Disabilities (+17.5 points), La Sierra High School all students (+46.5 points), La Vista English Learners (+3.3 points), and La Vista Homeless Youth (+15 points).

- Dropout and attendance outcomes improved. The dropout rate declined from 4.0% at baseline to 1.3% in 2024–2025, bringing the District close to its target. Overall attendance also improved from 80.0% to 84.6%, showing continued recovery in day-to-day student engagement.
- Career readiness and student connectedness opportunities expanded. Work-based learning and career exposure increased, including internships, school-based CTE projects, apprenticeships, and especially career/technical field trips, which grew from 608 at baseline to 2,334 in 2024–2025. Participation by Students with Disabilities in these field trips also increased substantially, from 34 to 183. Student involvement in school-connected activities also increased, with sports participation up by 431 students, clubs/extra-curricular participation up by 1,481 students, and co-curricular performance activities up by 3,718 students from baseline.

However, some persistent challenges remain:

- Chronic absenteeism improved only modestly, declining from 17.0% at baseline to about 15.7% in 2024–2025, and remains well above the target of 8.0%.
- While suspension outcomes improved overall, Homeless Youth continued to experience higher suspension levels than baseline, indicating the need for more targeted supports and earlier intervention.
- Parent engagement by families of Students with Disabilities remains comparatively low, particularly in DAC participation, despite small gains.
- Expulsion counts should continue to be monitored closely. Although 2024–2025 showed fewer expulsions than the corrected 2023–2024 total, the measure remains small and variable from year to year.
- Some college and career readiness measures, particularly industry-recognized certifications, will need continued monitoring to ensure growth is sustained and more consistently expanded across student groups.

Overall, Goal 3 implementation reflected strong alignment with the District's intended priorities. The data show that expanded family outreach, student connectedness opportunities, and targeted supports are making a positive difference. Continued emphasis will be needed on chronic absenteeism, discipline for the most vulnerable student groups, and deeper engagement of families of Students with Disabilities.

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.

All staffing, mental health, and engagement-related actions were implemented as planned. Percentages of improved services for UPP students aligned with projections, though actual subgroup impact varied based on school context. Investments in EL family engagement, wellness staffing, and transportation were fully utilized, but participation and access to services like extracurriculars and mental health counseling varied among sites and student groups.

Action 3.1 - Actuals within this action differed from the original budget due to changes in the funding structure for personnel services. A reduced contribution from the A–G Grant resulted in a greater portion of staffing costs being reflected within this action. These staffing supports, including district and site-level personnel focused on student services, attendance, graduation, restorative practices, and student monitoring, were implemented as intended and continued to support students needing additional academic, behavioral, and social-emotional intervention.

Action 3.3 - Actuals within this action were lower than originally budgeted due to the time needed to fill vacancies for staff dedicated to increasing English Learner, Foster Youth, Low-Income, and Homeless family engagement and academic achievement. Although the action was implemented, the delay in filling positions reduced the total personnel costs for the year. The District continued to provide family engagement and outreach supports, but the lower estimated actual expenditures reflect vacancy-related savings rather than a reduction in the intended need for these services.
Action 3.4 - Actuals within this action differed from the original budget due to the continuation and more appropriate placement of mental health and wellness-related services within the Comprehensive Health and Safety Program. While some services were initially connected to other funding sources or related actions, program implementation showed that Action 3.4 was the more appropriate location for these ongoing supports. This allowed the District to continue providing mental health, wellness, and safety services aligned to student needs after the expiration of ESSER funding.
Action 3.5 - Actuals within this action differed from the original budget because the services and activities were supported through a combination of LCFF and other funding sources. While the action was implemented as intended, a portion of the expenditures was charged to other available funds and is therefore not fully reflected in the LCFF actuals reported for this action. The District continued to provide career technical education, work-based learning, and college and career readiness opportunities for students, including unduplicated pupils.

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

Effective actions:

- Staffing supports, including Assistant Principals of Student Services and District student support leadership, were effective in strengthening student monitoring, intervention, and connection to school. These staff members contributed to increased graduation rates and reduced suspensions by meeting individually with students, reviewing academic and behavioral data, coordinating interventions, and designing support systems that directly addressed student needs. The effectiveness of this action is reflected in improved graduation and suspension outcomes.

- Social-emotional supports and student survey systems were effective in improving overall school climate and helping sites respond to student needs more intentionally. Survey data allowed schools to identify trends related to connectedness, wellness, and engagement, and then adjust supports based on site-specific needs. These actions helped schools move from general student support to more targeted responses based on student feedback and local data.

- EL Family Liaisons were effective in increasing outreach and engagement with English learner families. Their work supported improved survey participation, communication with families, and connection between schools and parents/guardians. This action was effective because liaisons provided direct, culturally and linguistically responsive support to families, helped explain school processes, and encouraged greater participation in school and District engagement opportunities.

- Health and safety staffing, including mental health specialists, nurses, and campus supervisors, contributed to safer and more supportive school environments. These staff members helped address student wellness, supervision, crisis response, and access to services that support student attendance, engagement, and success. The action was effective because it provided schools with additional capacity to respond to student needs before they became larger barriers to learning.

- Career Technical Education and work-based learning opportunities showed positive growth. CTE field trips served 690 students, including 74 students receiving specialized supports, and student certifications increased. These results indicate that the action was effective in expanding access to career exploration, hands-on learning, and post-secondary preparation. The increase in participation and certifications shows progress in connecting students to career pathways and real-world learning opportunities.

- Increased participation in clubs, athletics, and extracurricular activities helped strengthen student connectedness and engagement. This action was effective because it provided students with additional opportunities to build relationships, participate in school activities, and feel connected to the school community. Increased involvement in clubs and sports supports a more positive school climate and can contribute to improved attendance, behavior, and overall engagement.

- Transportation supports were effective in helping remove barriers for unduplicated pupils and other students with identified needs to participate in extracurricular activities, extended learning opportunities, and school events. This action helped address access issues that may prevent students from participating fully in school programs beyond the regular instructional day.

Areas needing improvement:

- Although overall suspension outcomes improved, suspension rates for homeless youth remain elevated at some school sites. This indicates that the broader student support and social-emotional actions were not equally effective for all student groups. The District learned that some students need more intensive, individualized support that combines behavioral intervention, academic monitoring, restorative practices, and consistent adult check-ins. Moving forward, the District will need to strengthen early identification, site-level monitoring, and coordinated supports for students experiencing housing instability.

- Some indicators suggest that additional academic support is needed for students experiencing barriers to consistent attendance, engagement, and achievement. While staffing and support systems helped improve overall outcomes, the District learned that some students require more direct academic monitoring and intervention connected to their individual needs. Continued work will focus on earlier identification, progress monitoring, targeted tutoring, counseling support, and stronger coordination between academic, behavioral, and social-emotional interventions.

- Expulsion numbers in Metric 3.7 were adjusted to reflect the data reported to the State. This adjustment does not necessarily indicate a change in the effectiveness of the action itself, but it does highlight the need for continued attention to data accuracy and consistency. Moving forward, the District will continue to monitor discipline data carefully to ensure that reported outcomes accurately reflect student discipline trends and can be used to evaluate the effectiveness of related supports.

- Parent engagement among families of students receiving specialized supports and participation in ELAC continues to require proactive recruitment and support strategies. While family outreach actions were effective in some areas, the District learned that participation is not yet consistent across all parent groups. Moving forward, the District will continue to reduce barriers to participation, improve communication, provide targeted outreach, and create more accessible opportunities for families to participate in school and District planning processes.

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

Changes for the coming year include:

- Metric 3.12 has been adjusted to include disaggregated data for UPP subgroups to show their participation in athletics district-wide. New Baseline metric added 2025/26 to demonstrate the UPP participation in atheltics, along with the language that 100% of participating EL, FY, and LI received access to transportation services was added to the baseline, target and current difference from baseline. The current difference from baseline could not be calculated for this portion of the metric because Year 2 is the first year for the data, and therefore also serves as the baseline, so the difference could not be calculated.
- Action 3.6 has been adjusted to include Metric 1.2 as it addresses those subgroups in red for the CCI indicator for the District and specific sites.
- Action 3.7 has been adjusted to include metrics 1.1, 1.9, 3.6, 3.10, and 3.12 to measure the impact of transportation services on UPP subgroups.

In response to 2024–25 data and stakeholder feedback, the District will:

- Expand restorative practices and behavioral intervention supports at sites with increased expulsions.
- Strengthen outreach and data systems targeting Homeless and Foster Youth for improved engagement and monitoring.
- Refine wellness supports by embedding case management strategies to reduce barriers to attendance and engagement.
- Increase early warning systems to better identify at-promise students and provide proactive supports.
- Add metrics for participation and satisfaction in wellness and engagement programs to ensure impact is monitored across student groups.

These refinements reflect a continued commitment to equity, wellness, and student agency across the District.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions.	DA Action: Staffing to provide oversight and support to students includes: • Ed Svcs Program Coordinator, Academic Programs and Assessment • Special Education Program Specialists, Education, and Assessment Services (3) • Assistant Principal, Student Services (APSS) at each District school and the APIO at LV/LSHS	$3,455,301.00	Yes

Action #	Title	Description	Total Funds	Contributing
	This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	• Restorative teams for students returning from long-term illness/hospitalization, suspension • Director of Student Support Services (See metrics 3.6, 3.8, 3.11) Given the underperformance of English Learners, foster youth, and low-income students and the increased suspension rates for the same student populations, and given the research suggesting that mentorships, personalized attention, and specific interventions targeting English Learners, Foster Youth, and Low-Income students result in positive student outcomes, the District has set aside funding for support staff directed primarily toward connecting students and their families to the school community, providing administrative support specific to English Learners, Foster Youth, and Low-Income students, and creating school-site restorative teams for students returning from suspension or long-term hospitalization. These actions are offered LEA-wide and will benefit all students. However, it is the expectation/belief that these actions will be most effective in meeting the goals for unduplicated students in that the dedicated administrative staff and restorative teams will supply community resources that will address the academic and social/emotional needs of our highest needs student populations of EL, foster, and low-income. Research supports the use of dedicated staff, case-management structures, mentoring, family connection, and restorative reentry teams to improve outcomes for students who are academically, socially, or behaviorally at risk. The California LCAP is intended to help LEAs set goals, plan actions, and align resources to improve student outcomes, with particular attention to students with greater needs, including English Learners, foster youth, and low-income students.(https://nationalmentoringresourcecenter.org/resource/mentoring-for-enhancing-school-attendance-academic-performance-and-educational-attainment)		
3.2	Services to support student success and	The following services will support student success and contribute to building a climate of support include:	$693,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	contribute to building a climate of support.	• The annual LCAP survey facilitated through a contract with an outside vendor and the District, that includes solicited feedback related to school safety and school connectedness for all grade levels of students, parents and staff members. • The Annual EL parent survey • The annual senior survey • Social/emotional training for staff • Outside agencies to provide social/emotional and mental health services to students utilizing agencies that will connect students and families to resources at their level of need and will help reduce suspensions and expulsions for students identified on the Dashboard (See Metric 3.6 above) • Outside agencies to support the needs of Homeless Foster Youth (See Metric 3.8 above) • Translation and interpretation services increase and improve parent involvement. Given the identified academic underperformance of English Learners, foster youth, and low-income students, the services listed above will increase the parent participation and student engagement of unduplicated student populations at school. Increased parent and student connection to their school increases student outcomes. In addition, increased social/emotional services to students and their families, as well as social/emotional training for staff members increases the likely hood that students will be more readily identified for and receive the kind of mental health support that will reduce absenteeism, reduce suicide and suicide attempts, increase student engagement, and increase both academic and positive social outcomes for all students, particularly for unduplicated student populations. Research supports that family engagement is connected to improved student achievement, attendance, and overall student success. The California Department of Education's Family Engagement Framework identifies family engagement practices as a strategy that can directly support improved student outcomes (California Department of Education, Family Engagement Framework, 2014). While these activities will benefit all students, it is the belief of the District that these activities will primarily and most effectively meet the goals for unduplicated pupil populations in increasing both student and parent		

Action #	Title	Description	Total Funds	Contributing
		participation. The need for this action was identified through the annual LCAP survey and through feedback gleaned from the District Advisory Committee and through the District English Learner Advisory Committee. Additionally, this action was designed to support our Homeless Foster Youth student population, where the State Dash Board indicated low performance with comparing CAASPP ELA and Math scores, and graduation rates. • The number of UPP taking advantage of mental health support agencies • The number of times and utility of interpretation/translation services used by each school • The number of parents of UPP who take advantage of parent institutes and workshops		
3.3	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	DA Action: Dedicated staff includes: • District Community Liaison • EL Family Liaison (TOSAs) at each site (7) split funded (.73 LCFF S&C and .17 Title III) (See metrics 3.6, 3.8, 3.11) Need: Given the identified academic underperformance of English Learners, foster youth, and low-income students, the services listed above will increase the family participation and student engagement of unduplicated student populations at school. Increased parent and student connection to their school increases student outcomes. The Community Liaison and EL Family Liaisons work to connect families and students with their school community and to local resources to combat barriers to student engagement and academic success. How the action will address the needs: These actions will increase parent and student engagement through more frequent opportunities to make their voices heard in the development of	$1,305,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational programs and will increase student engagement and student connection to their school. While these activities will benefit all students, it is the belief of the District that these activities will primarily and most effectively meet the goals for unduplicated student populations in increasing both student and parent participation. The research indicates that parent engagement in their child's education and opportunities for high-needs students to participate in school activities increases the likely hood of students completing high school successfully and reduces the likelihood of high-needs students dropping out. Parent Engagement in Schools, Centers for Disease Control and Prevention, August 2018. https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm#:~:text=Research%20shows%20that%20parent%20engagement%20in%20schools%20is,such%20as%20sexual%20risk%20behaviors%20and%20substance%20use. Metrics: • Graduation rate • A-G Completion rate • RFEP rate • Number of students receiving mental health support • Discipline records • Parent participation in workshops and parent institutes		
3.4	Comprehensive Health and Safety Program	DA Action: Comprehensive Health and Safety Program includes: • Administrator, Mental Health (1) • Mental Health Specialists (7) • Campus Supervisor Liaisons (7) • Campus Supervision Aides - (20) • Outside agencies to support in training staff • Equipment and supplies related to health and safety • District Nurses (4) (See metrics 3.6, 3.8, 3.11) LCAP surveys and focus group feedback identified the need and desire for a more comprehensive health and safety program of services. In addition,	$3,729,824.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Panorama student wellness surveys indicated the need for additional health and safety support for all student groups especially for students in foster care and who are identified as homeless and/or low income status. Surveys identified the five following needs for UPP and all students: • Supportive Relationships • School Climate • Valuing of School • Emotion Regulation • Sense of Belonging The services provided by the staff and the equipment, and supplies mentioned above will continue and improve the health and safety of District students. The Comprehensive Health and Safety Program focuses on the well-being and safety of all students but is primarily directed toward unduplicated pupil populations (Foster, Homeless, EL, and LI students in particular). Mental Health Specialists and a Coordinator provide crucial mental health support, while additional nurses enhance healthcare accessibility. Campus Supervisors, and Aides ensure a secure environment. Collaborations with outside agencies for staff training and investments in health and safety equipment further our commitment to a safe, supportive educational setting. This approach aligns with metrics 3.6, 3.8, and 3.11 in that it will help reduce suspensions, increase graduation rates, and provide learning opportunities that will better connect students to school and future careers. This action, though offered LEA-wide, will primarily benefit the unduplicated student populations. Again, it is the expectation/belief of the District that these actions will be most effective in meeting the goals for unduplicated students in increasing learning by providing adequate and safe learning environments in which to learn. Metrics: • Mental health service provider monthly reports • Suspensions • Expulsions • Attendance rate • Student, staff, and parent survey responses related to safe and healthy school climate		

Action #	Title	Description	Total Funds	Contributing
3.5	Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	CTE includes: • CTE Teacher Salaries and Benefits • Industry-standard equipment and supplies for CTE pathways • Improving CTE instructional practices through professional learning opportunities: Conferences, consultants, subs • Ed Svcs Program Coordinator, College, Career, and Community Partnerships (50% CTEIG and 50% LCAP) • District CTE Data Technician (75% Gen Fund, 25% CTEIG) to increase work-based learning opportunities (See metrics 3.6, 3.8, 3.11) • District Budget Control Technician (75% General, 25% CTEIG) • Contract with regional agency to provide specialized CTE program instruction, equipment, and support (North Orange County ROP) This action, though offered LEA-wide, will primarily benefit the Unduplicated Pupil Groups (EL, FY, and LI), as well as SWD, Hispanic, and Homeless Youth by increasing opportunities for students to participate in a career pathway. Other State Funds = CTEIG ($2,000,000)	$3,596,991.00	Yes
3.6	Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the	DA Action: Extra-curricular programs will be site-determined, based on student input and administrative approval, and will help increase student connectedness to their school; reducing suspensions and expulsions and thereby increasing college and career readiness (See metric 3.12) This action, though offered LEA-wide, will primarily benefit the unduplicated student populations, this is a services to EL, Foster, and Low Income Youth that will support increased opportunities for students to connect with school. The survey responses show that UPP take advantage of extra-curricular opportunities less frequently than the general student population. Unduplicated student populations, in particular, indicated that	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Dashboard including SWD, EL, Hispanic, HY, and LI.	UPPs do not participate in extracurricular activities due to economic hardship and/or the difficulties associated with their living arrangements. Principally directed toward UPP, the funds will be used to promote the extra-curricular opportunities at each school and will be specifically targeted at the UPP to encourage them to take advantage of the available opportunities. Participation in extracurricular activities has been linked to higher levels of school engagement among high-needs students. Student interest surveys will help to determine what extra-curricular programs will be developed but some examples could include culturally relevant art, sports, dance, and community service clubs, etc. Metric(s) to Monitor Effectiveness : Success will be measured by monitoring the number of UPP participating in extra-curricular activities. (metric 3.12) Metric 1.2		
3.7	Transportation Services	Transportation services will be provided LEA-wide, primarily benefit the unduplicated student populations, including EL, Foster, and Low Income Youth. In reviewing survey data related to student participation in extra-curricular activities, the data revealed that UPP do not participate as much as other students due, in part, to lack of transportation to athletic events and/or band competitions. Therefore, the district will provide transportation to these events where needed so that UPP can take advantage of extra-curricular activities at higher rates. Need: In reviewing survey data related to student participation in extra-curricular activities, the data revealed that UPP do not participate as much as other students due, in part, to lack of transportation to athletic events and extracurricular activities. Participation in extracurricular activities has been linked to higher levels of school engagement among high-needs students. Involvement in clubs, sports, or arts can foster a stronger connection to the	$2,393,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school, reduce absenteeism, and promote a sense of purpose and belonging. How this action will address the needs: Therefore, the district will provide transportation to athletic activities and pupil field trips where needed so that UPP can take advantage of extra-curricular activities at higher rates. (Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. Review of Educational Research). Metric(s) to Monitor Effectiveness : Metric 1.1 Metric 1.9 Metric 3.6 Metric 3.10 Metric 3.12		
3.8	Comprehensive Health and Safety Program (non-contributing)	Comprehensive Health and Safety Program non-contributing includes: • School Resource Officer (SRO) at each school	$1,500,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Goal: Increase services to meet the academic and social-emotional needs of the students contributing to the high non-stability rates at La Vista High School and La Sierra High School to improve graduation rates, and academic outcomes and decrease suspension rates with a focus on the student groups that have the lowest performance level on the CA Dashboard Indicators (Unduplicated Pupil Populations - EL, FY, and LI). Addition May 2025: This goal will be specifically measured by an increase in stability rate for Low Income Students, English Learners, Foster Youth, Homeless Students, Students with Disabilities, and Hispanic Students; reading improvement; attendance rates; credit productivity; suspension; College Career Indicator, and an increase in the overall stability rate; and subject matter preparation. The target outcomes for these measures are outlined in the timebound metrics 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 as detailed below. Our goal is to make positive progress within one school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Although a great number of District students benefit from the multitude of programs and supports offered through the La Vista High School and La Sierra High School, each year, some students leave the District for the County Day School or withdraw from the District for the equity multiplier disqualifying reasons of truancy, discipline challenges, and more. The non-stability rate is the percentage of students who do not receive a full year of learning in the same school or exited from a school between July 1 and June 30 of the prior school year due to truancy, expulsion, or for unknown reasons and without stable subsequent enrollment at another school. La Vista High School's non-stability rate was 68.25%, while the non-stability rate for La Sierra is 56.9%. Schools with 25% or higher non-stability rates are eligible for equity multiplier funds. Also, schools whose low-income percentage of students is above 70% are also eligible for equity multiplier funds. La Vista High School's LI percentage is 84.6% and La Sierra High School's is 65.2% .

Addition May 2025:

This goal was developed to address persistent challenges at La Vista High School and La Sierra High School, which qualify for Equity Multiplier funding based on their high non-stability rate and a student population over 70% identified as low-income, specifically at La Vista. Data from the California School Dashboard further identified specific student groups - Socioeconomically Disadvantaged, English Learners, Homeless, Students with Disabilities, and Hispanic students - as having the lowest performance levels in graduation rates, academic achievement (CCI), and suspension rates, especially as compared to the all schoolwide performance levels.

In response to these findings, the District convened targeted consultation meetings with educational partners, including La Vista/La Sierra staff, counselors, administrators, students, and family liaison representatives. These meetings, held in April and May of 2024, 2025, and 2026, focused on reviewing student outcome data when it comes to performance on the CAASPP in ELA and math and collaboratively identifying key areas for support. The insights and recommendations gathered during these sessions directly informed the development of this goal and its related actions, metrics, and resource allocations, ensuring the plan reflects both student needs and staff expertise. Our efforts will be focused on supporting LV/LS throughout the 2026/27 school year with the aim of improving student performance in that timeframe.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase stability rate for Low Income Students, English Learners, Homeless Students, and Hispanic Students	2022/23 LVHS Low Income - 34.9% - 186 of 533 EL - 35.3% - 91 of 258 Homeless - 29.3% - 17 of 58 Hispanic - 31.4% -173 of 551 LSHS Low Income: 28.5% (84 of 295) EL: 11.4% (9 of 79) Homeless: 16.7% (2 of 12) Hispanic: 33% (107 of 324)	2023/24 LVHS Low Income - 25.4% 116 of 456 EL - 26.4% - 57 of 216 Homeless - 28.1% - 16 of 57 Hispanic - 26.4% - 116 of 440 LSHS Low Income: 37.2% (106 of 285) EL: 28.2% (20 of 71) Homeless: 11.1% (2 of 18)	2024/25 LVHS Low Income 31.2% (137 stability count of 439 enrollment) EL 37.3% stability rate (69 of 185) Homeless 34.8% stability rate (24 of 69) Hispanic 32.7% stability rate (135 of 413) LSHS Low Income: 38.9% (111 of 285)	2025/26 LVHS Low Income - 40% EL - 40% Homeless - 34% Hispanic - 36% LSHS Low Income - 35% EL - 15% Homeless - 22% Hispanic - 38%	2024/25 LVHS Low income: -3.7% EL: +2% Homeless: +5.5% Hispanic: +1.3% LSHS Low income: +10.4% EL: +6.9% Homeless: +14.3% Hispanic: +6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 41.9% (127 of 303)	EL: 18.3% (11 of 60) Homeless: 31% (9 of 29) Hispanic: 39.6% (13 of 285)		
4.2	Reading Improvement	LVHS Diagnostic 1 (Fall 24): *Median Percentile Data Grade 11: 43rd Percentile (318 stu) LVHS Diagnostic 2 (Winter 24): *Median Percentile Data Grade 11: 33rd Percentile (230 stu) LVHS Diagnostic 3 (Spring 25): *Median Percentile Data Grade 11: N/A Data represents single-term achievement, not growth cohort achievement. The Diagnostic 3 was administered concurrently during the CAASPP testing window, therefore 11th grade students were not	2024/25 To be based upon the initial NWEA reading diagnostic that will be administered three times over the 2024/25 school year. Compare improvement from the first diagnostic to the final diagnostic assessment to determine growth Added 2025: LVHS Diagnostic 1 (Fall 24): *Median Percentile Data Grade 11: 43rd Percentile (318 stu) LVHS Diagnostic 2 (Winter 24): *Median Percentile Data	2025/26 LVHS Diagnostic 1 (Fall 25): *Median Percentile Data Grade 11: 39th Percentile LVHS Diagnostic 2 (Winter 25): *Median Percentile Data Grade 11: 40th Percentile LVHS Diagnostic 3: (Spring 26) Grade 11: N/A (no NWEA testing due to CAASPP) LSHS Diagnostic 1 (Fall 25): *Median Percentile Data Grade 9: n/a - no 9th grade students enrolled 1st	2025/26 Meet or exceed baseline by 3% LVHS Diagnostic 1: Grade 11: 46th LVHS Diagnostic 2: Grade 11: 36th Percentile LVHS Diagnostic 3: Grade 11: N/A LSHS Diagnostic 1: Grade 9: 36th Grade 10: 45th LSHS Diagnostic 2: Grade 9: 37th Grade 10: 53rd LSHS Diagnostic 3: Grade 9: 36th Grade 10: 46th	LVHS Diagnostic 1: Grade 11: +6% LVHS Diagnostic 2 Grade 11: -8% LVHS Diagnostic 3: Grade 11: N/A LSHS Diagnostic 1: Grade 9: Grade 10: LSHS Diagnostic 2: Grade 9: Grade 10: LSHS Diagnostic 3: Grade 9: Grade 10:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		required to take the NWEA assessment. New Baseline: Baseline corrected Spring 2026 to include accurate data for 2024-2025. Data Added May 2026 to include LSHS: LSHS Diagnostic 1 (Fall 24): *Median Percentile Data Grade 9: Grade 9: n/a - no 9th grade students enrolled 1st quarter in La Sierra Grade 10: 42nd Percentile (73 stu) LSHS Diagnostic 2 (Winter 24): *Median Percentile Data Grade 9: 34th Percentile (16 stu) Grade 10: 50th Percentile (50 stu) LSHS Diagnostic 3 (Spring 25): *Median Percentile Data	Grade 11: 33rd Percentile (230 stu) LVHS Diagnostic 3 (Spring 25): *Median Percentile Data Grade 11: N/A Data represents single-term achievement, not growth cohort achievement. The Diagnostic 3 was administered concurrently during the CAASPP testing window, therefore 11th grade students were not required to take the NWEA assessment. LSHS Diagnostic 1 (Fall 24): *Median Percentile Data Grade 9: Grade 9: n/a - no 9th grade students enrolled 1st quarter in La Sierra	quarter in La Sierra Grade 10: 49th Percentile (45 stu) LSHS Diagnostic 2 (Winter 25): *Median Percentile Data Grade 9: 44th Percentile (12 stu) Grade 10: 43rd Percentile (64 stu) LSHS Diagnostic 3: (Spring 26) Grade 9: 33rd Percentile (11 stu) Grade 10: 32nd Percentile (47 stu)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9: 33rd Percentile (31 stu) Grade 10: 43rd Percentile (63 stu)	Grade 10: 42nd Percentile (73 stu) LSHS Diagnostic 2 (Winter 24): *Median Percentile Data Grade 9: 34th Percentile (16 stu) Grade 10: 50th Percentile (50 stu) LSHS Diagnostic 3 (Spring 25): *Median Percentile Data Grade 9: 33rd Percentile (31 stu) Grade 10: 43rd Percentile (63 stu)			
4.3	Attendance Rate	2022/23 LVHS 90% LSHS 77.3%	2023/24 LVHS 97% LSHS 81.42%	2024/25 LVHS 94% LSHS 80.68%	2025/26 LVHS 93% LSHS 80%	2024/25 LVHS +4% LSHS +3.38
4.4	Credit Productivity	2022/23 LVHS 10.9 per quarter	2023/24 LVHS 11.8 per quarter	2024/25 LVHS 15.5 per quarter	2025/26 LVHS 15 per quarter	2024/25 LVHS +4.6 per quarter
4.5	Increase the overall stability rate for La Vista/La Sierra High School	2022/23 LVHS 31.7% (200 stable student enrollment out of adjusted cumulative	2023/24 LVHS 24.9% LSHS	2024/25 LVHS 31.3% (+6.4) LSHS	2025/26 LVHS 37% LSHS 41%	2024/25 LVHS -0.4% LSHS +4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		enrollment of 630 students) LSHS 38.4% (165 stable students enrolled out of the adjusted cumulative enrollment of 430 students)	43.3% (172 Stability Count)	43.1% (155 Stability Count)		
4.6	Subject matter preparation	2022/23 LV/LS 2 or more SET for Success Professional Learning Series training opportunities per subject area teacher	2023/24 LV/LS 2 or more SET for Success Professional Learning Series training opportunities were provided per subject area teacher	2024/25 LV/LS 2 or more SET for Success Professional Learning Series training opportunities were provided per subject area teacher	2025/26 LV/LS Meet or exceed 2 or more SET for Success Professional Learning Series training opportunities per subject area teacher.	0

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 2024–2025 school year, the district continued implementation of Goal 4 with a focus on increasing student stability and improving academic outcomes for students most impacted by the site's high non-stability rate. Building on the initial rollout of the ABC+ intervention model, the site strengthened attendance monitoring, re-engagement efforts, credit completion supports, and targeted outreach for Low Income students, English Learners, Homeless students, and Hispanic students.

In the second year of implementation, the site showed stronger results across several local indicators. Stability rates improved for all four monitored student groups compared with 2023–2024, and three of the four groups exceeded their 2022–2023 baseline rates. Overall school stability also rebounded to near baseline, attendance remained above both baseline and target, and credit productivity exceeded the Year 3 target. In addition, a new reading improvement metric was added to begin monitoring literacy performance through NWEA diagnostic data.

Key site-monitored successes included:

An increase in the overall La Vista High School stability rate from 24.9% in 2023–2024 to 31.3% in 2024–2025, nearly returning to the 2022–2023 baseline of 31.7%. Also, a minor decrease in the La Sierra stability rate from 43.3% in 2023/24 to 43.1% in 2024/25, but still ahead of the baseline of 38.4%.

Strong improvement in subgroup stability rates from 2023–2024 to 2024–2025:

- Low Income: from 25.4% to 31.2%
- English Learners: from 26.4% to 37.3%
- Homeless: from 28.1% to 34.8%
- Hispanic: from 26.4% to 32.7%
- English Learner, Homeless, and Hispanic stability rates all exceeded their baseline levels:
- English Learners: +2.0 percentage points above baseline
- Homeless: +5.5 percentage points above baseline
- Hispanic: +1.3 percentage points above baseline
- The attendance rate remained strong at 94%, which is above the 2022–2023 baseline of 90% and above the 2025–2026 target of 93%.
- Credit productivity increased significantly from 11.8 credits per quarter in 2023–2024 to 15.5 credits per quarter in 2024–2025, exceeding the target of 15 credits per quarter and representing a gain of 4.6 credits over baseline.
- SET for Success professional learning opportunities continued to be provided at a rate of two or more trainings per subject area teacher, meeting the implementation target.
- Initial literacy monitoring structures were established through the NWEA reading diagnostic, giving the site a clearer framework for tracking reading performance over time.

Challenges included:

- Although the overall school stability rate improved substantially, it remained slightly below the 2022–2023 baseline, at 31.3% compared with 31.7%, and remains below the Year 3 target of 37%.
- Low Income student stability improved from the prior year, but at 31.2% it remains 3.7 percentage points below baseline and below the target of 40%.

- English Learner and Hispanic stability rates surpassed baseline but have not yet reached the Year 3 targets:
- English Learners: 37.3% compared with a target of 40%
- Hispanic: 32.7% compared with a target of 38%
- Attendance, while still strong, declined from 97% in 2023–2024 to 94% in 2024–2025, indicating a need to sustain focused attendance and engagement supports.
- Reading improvement data are still in the early stages of implementation. Because this metric is new, the site is still building a reliable baseline and growth trend, and some grade-level data remain incomplete due to spring testing limitations.

These results show that Equity Multiplier-funded supports at La Vista/La Sierra are beginning to produce stronger outcomes, especially in credit productivity, attendance, and subgroup stability. At the same time, the data confirm the need for continued targeted intervention to improve overall school stability and to accelerate gains for Low Income students and other student groups that remain below the desired outcome targets.

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

The 2023–24 data reflects a planning and implementation year for the equity multiplier grant, with the bulk of services officially launching during the 2024–25 school year. There was an increase in cost to personnel, that is also reflective in the increased allocation for this grant. Funds were budgeted for new staffing, expanded counseling, attendance outreach, and professional development. These expenditures began as scheduled, but the impact of those investments—particularly on student outcomes—will not be reflected in state reporting systems (e.g., DataQuest, CA Dashboard) until after the current LCAP cycle. The percentages of improved services for unduplicated pupils will be updated after the first full year of ABC+ implementation in 2024–25.

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

Because 2024–25 was the second year of implementation for the ABC+ model, the District is now able to identify clearer evidence of effectiveness in several key areas. The enhanced structure of the program, including expanded staffing, behavioral health support, counseling, wrap-around services, and summer planning, contributed to stronger student engagement, improved academic momentum, and better outcomes for several targeted student groups.

Indicators of effectiveness include:

- Because 2024–2025 was the second year of implementation for the ABC+ model, the District was able to identify clearer evidence of effectiveness in student engagement, credit completion, and stability for several targeted student groups. The enhanced structure of the program, including expanded staffing, behavioral health support, counseling, wrap-around services, and summer planning, contributed to stronger student support and more consistent academic momentum.

- Attendance remained above baseline at 94%, compared with 90% in 2022–2023. Although attendance declined from the 97% reached in 2023–2024, the 2024–2025 rate still indicates that students continued to benefit from improved connection, monitoring, and engagement supports through the ABC+ model.

- Credit productivity increased significantly to 15.5 credits per quarter, compared with 11.8 credits in 2023–2024 and 10.9 credits at baseline. This exceeded the Year 3 target and suggests that the ABC+ model was effective in helping students make stronger academic progress through more intentional monitoring, individualized support, and increased access to academic intervention.

- Stability rates improved for all targeted student groups compared with the prior year. Low-income student stability increased from 25.4% to 31.2%; English learner stability increased from 26.4% to 37.3%; homeless student stability increased from 28.1% to 34.8%; and Hispanic student stability increased from 26.4% to 32.7%. These increases suggest that the supports provided through the ABC+ model are beginning to improve student persistence and continuity.

- English learners, homeless students, and Hispanic students exceeded their original baseline stability rates. This is an important indicator that the intervention model is producing stronger outcomes for several student groups with higher needs. The combination of case management, counseling, behavioral health support, academic monitoring, and wrap-around services appears to be helping students remain more connected to school and continue making progress.

At the same time, some outcomes show that continued refinement is still needed:

- The overall stability rate improved from 24.9% in 2023–2024 to 31.3% in 2024–2025; however, it remains slightly below the baseline of 31.7% and below the Year 3 target of 37%. This suggests that while the ABC+ model is producing improvement, additional refinement is needed to create more consistent gains in overall student stability.

- Low-income student stability improved from the prior year, but at 31.2%, it remains below the baseline of 34.9% and the target of 40%. This indicates that additional attention is needed to strengthen supports for students who may experience barriers related to mobility, attendance, academic progress, and access to consistent school-based resources.

- Attendance remained above baseline but declined from 97% in 2023–2024 to 94% in 2024–2025. This suggests that continued monitoring and re-engagement strategies are needed to ensure that students remain connected to school and receive timely support when attendance begins to decline.

- While the ABC+ model is becoming increasingly effective in improving engagement, credit completion, and stability for several student groups, the District learned that highly mobile students and students with complex needs require more intensive and consistent support. Moving forward, the District will need to continue strengthening re-engagement strategies, case management, academic monitoring, behavioral health supports, and wrap-around services to produce more consistent gains in overall school stability.

The data suggest that the ABC+ model is becoming increasingly effective in improving engagement, credit completion, and subgroup stability. However, re-engagement strategies, case management, and intensive support for highly mobile students will need to continue to be strengthened in order to produce more consistent gains in overall school stability.

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

Based on the initial implementation year, the following changes have been made to strengthen effectiveness in 2026–27 and beyond:

Metric 4.2 includes reading improvement diagnostic data for LSHS. This was added to monitor student growth in reading proficiency at LSHS using diagnostic assessment data as evidence.

Action 4.1

- Expanded monitoring within ABC+ with case management meetings led by the site administrator and support team, by adding counseling support
- Increased capacity and community outreach for chronically absent or mobile students to improve re-engagement.
- Refinement of intervention supports within ABC+, using dashboard data to target supports for Homeless, English Learners, and Students with Disabilities with greater specificity.
- Adjustment of the timeline for measuring reading improvement via NWEA diagnostics to incorporate baseline NWEA data. Data will now be reviewed after the third administration in spring 2026 to evaluate reading growth more accurately.
- Adjustment in the baseline data to more clearly reflect the grade level assessment data used to demonstrate impact.

These refinements will ensure that LV/LS's equity multiplier work remains data-driven, responsive, and aligned with LCAP outcomes related to student stability, engagement, and academic growth.

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	Implement an enhanced version of an already successful District program, ABC, that will provide more structure, support, and resources including, daily Tier III wellness support and wrap-around services.	The purpose is to increase services to meet the academic and social-emotional needs of the students contributing to the high non-stability rates at La Vista High School and La Sierra High School to improve graduation rates, and academic outcomes and decrease suspension rates with a focus on the student groups that have the lowest performance level on the CA Dashboard Indicators (Unduplicated Pupil Populations - EL, FY, and LI). The ABC+ program includes: 1 General education teacher 1 Special education teacher	$933,003.00	No

Action #	Title	Description	Total Funds	Contributing
		1 Instructional aide 1 Campus supervisor (7 hours) 1 Behavioral support specialist (SPG Therapy and Education) 1 Counselor Wrap-around support team Summer planning		

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
$$26,849,939	$$1,622,648.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.729%	0.000%	$0.00	16.729%

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
1.1	**Action:** Staffing to improve and increase student achievement and outcomes. **Need:** The highest percentages of students identified as needing increased support in order to be college and career-ready are among Foster Youth, Homeless Youth, low-income students, and English Learners as evidenced in:	In order to address this disparity for these four subgroups, Foster Youth, Homeless Youth, Low Income, and English Learners, The District will continue providing dedicated staff members to provide technical and overarching support to schools as they specifically target and build mentoring relationships with EL, foster, homeless, and low-income students; connecting them to their school community and providing one to one and group support through program oversight and data support, career exploration, and targeted	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: State CAASPP Assessments Student Outcome Percentages UC/CSU "A-G" Completion Rate

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
	Graduation rates: 95% for all students for the 2024-25 School year as compared to: Foster Youth = 89.5% Homeless Youth = 75.7% Low Income = 94.3% English Learners = 87.7% In addition, graduation rates for all students at La Sierra High School, but in particular, EL, Low-Income, and Hispanic students, were identified as underperforming on the California School Dashboard. La Sierra and La Vista High School (for EL and HY underperformance in graduation rates) qualify for Comprehensive Support and Improvement (CSI) grant funding to increase the graduation rate for each student group. LSHS All Students - 87.5% EL - 10% LI - 30% Hispanic - 28.9% LVHS EL - 65.2% HY - 54.5% SWD graduation rates for SOHS and TRHS declined on the 22/23 California School Dashboard and will be addressed through the LCAP. SWD TRHS - 40% SWD SOHS - 59.6%	academic counseling. These actions are being provided on an LEA-wide basis and we expect/hope that all students who are performing below standards will benefit. However, because of the lower performance level of Foster Youth, Homeless Youth, Low Income, and English Learners and because the actions meet needs most associated with the chronic stresses and experiences of students in these conditions, we expect that the performance level for our Foster Youth, Homeless Youth, Low Income, and English Learners will increase significantly more than the average performance of all other students. Research supports this action because dedicated school and district staff can improve outcomes for Foster Youth, Homeless Youth, Low Income students, and English Learners by building mentoring relationships, strengthening school connectedness, monitoring data, and providing targeted academic and guidance support. Kraft, Bolves, and Hurd found that informal mentoring relationships with teachers, counselors, and coaches had meaningful positive effects on long-term student attainment, with the largest effects for students from lower socioeconomic backgrounds. Their study also found that a school culture where students feel a strong sense of belonging is an important predictor of students having a K–12 mentor. (Kraft, M. A., Bolves, A. J., & Hurd, N. M. (2023). How informal mentoring by teachers, counselors, and coaches supports students' long-run academic success. Economics of Education Review, 95, 102411).	Early Admission Program (EAP) Rate AP/IB Pass Rates ELPAC Results Reclassification of EL as Proficient in English Percentage Seal of Biliteracy Percentage Graduation Rate Chronic Absenteeism Percentage

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
	Chronic Absenteeism Rate:17% for all students for the 2022-23 school year as compared to: Foster Youth = 47% Homeless Youth = 48% Low Income = 21% English Learners = 26% Academic indicators according to the 2022-23 CAASPP results: 67% of all students met or exceeded standards in ELA and 44% of all students met or exceeded standards in Math; as compared to: Foster = N/A (numbers too small to report) Homeless Youth = ELA = 31%; Math = 17% Low Income - ELA = 58%; Math = 31% English Learners - ELA = 11%; Math = 5% **Scope:** LEA-wide		
1.2	**Action:** Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms. **Need:** Recent hotspot distribution data indicate that a significant portion of students requesting portable internet access continue to be unduplicated pupils. Of the total hotspots provided, approximately 85% were issued to students identified as low-income and foster	This action is the most effective use of funds to meet the identified needs of unduplicated pupils because access to technology and reliable internet connectivity directly supports academic participation, completion of coursework, and provides access to intervention and enrichment resources. Low-income students, foster youth, homeless youth, and English Learners are more likely to experience barriers related to consistent internet access and access to digital learning tools outside of the school day. By providing targeted technology support and internet access where needed, the District reduces barriers that may prevent unduplicated pupils from fully participating in instruction, completing assignments, accessing	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Number of requests for hot spots Usage reports for access to online supports while at home.

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
	youth. This data demonstrates that students from unduplicated pupil groups continue to experience barriers to reliable internet access outside of the school day. In response, the District will continue to provide portable internet access as needed to support equitable access to instructional materials, online learning platforms, academic supports, and school-related communication. **Scope:** LEA-wide	online academic supports, and staying connected to school resources. This action is provided on an LEA-wide basis because reliable technology and internet access support academic participation, communication, and engagement for all students, not only unduplicated pupils. Providing this action LEA-wide instead ensures all students have equitable access while remaining principally directed at reducing the specific barriers faced by low-income, foster, homeless, and English Learner students. Research indicates a need to provide such support to unduplicated student populations: (Addressing The Digital Divide In Education: Technology and Internet Access for Students in Underserved Communities, Forbes Technology Council, 2021, https://www.forbes.com/sites/forbestechcouncil/2021/12/03/addressing-the-digital-divide-in-education-technology-and-internet-access-for-students-in-underserved-communities/?sh=f3e069b5cec3)	
1.5	**Action:** AVID Program **Need:** AVID students are predominantly low-income and EL (65%). Historically, LI and EL students perform at a lower level than the All Students group on state assessments, graduation rates, and several other indicators, including A-G completion rate. Equipment and supplies, including multifunctional learning furniture and	The support is offered districtwide, and the District expects that all students who participate in the AVID program will benefit. However, because of the inequities experienced by low-income and EL students, the District expects that the performance level of low-income and EL students will increase significantly more than the average performance of all other students. Therefore, supporting the AVID program districtwide benefits students whose population is largely made up of low-income and EL students. Research supports AVID as an evidence-based	The following for Low Income, EL, and Districtwide: CAASPP results Graduation rate A-G completion rate

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
	technology to foster the AVID tutorials and college and career field trips, will allow low-income and EL students the opportunities to take full advantage of the AVID curriculum and program. **Scope:** LEA-wide	college and career readiness strategy for students who have historically been underrepresented in higher education, including low-income students and English Learners. A What Works Clearinghouse review of AVID Participation in High School and Post-Secondary Success found moderate evidence of effectiveness, with AVID students graduating from high school and enrolling in college at statistically significantly higher rates than matched non-AVID students. In the reviewed study, the sample included 10,397 students, with 79% eligible for free or reduced-price lunch and 35% identified as English Learners, making the findings especially relevant to the District's unduplicated student groups. AVID's model includes rigorous coursework, academic tutorials, note-taking, organization, collaborative learning, and college-going supports, which align with the District's intent to improve outcomes for low-income students and English Learners by increasing access to academic skills, college readiness, and postsecondary preparation. (https://ies.ed.gov/ncee/wwc/Study/90255)	
1.6	**Action:** Tutoring both inside and outside the school day. **Need:** Unduplicated pupils, particularly English Learners and Low-Income students, continue to demonstrate a need for additional academic support in English Language Arts, mathematics, English language development, credit completion, and graduation readiness.	Action 1.6 funds the Tutor.com license to provide tutoring both inside and outside the school day. The action is principally directed toward unduplicated pupils because it is designed to provide additional, timely academic support for students who are underperforming in ELA, mathematics, English language development, A–G completion, and graduation readiness, with particular attention to English Learners and Low-Income students. The action is also aligned to identified needs at BPHS, FUHS, LVHS, SOHS, and SHHS, where student groups have been identified as underperforming in ELA and/or	Relevant Goal 1 metrics include 1.1 1.2 1.6 1.7 1.9 1.10 1.11

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
	Historically, English Learners, low-income, and foster youth students have performed below the “All Students” group on California Dashboard academic indicators, demonstrating a continued need for targeted academic support to address opportunity and achievement gaps. These student groups have also had limited access to academic assistance outside of the regular school day, which can prevent them from receiving timely help with homework, grade-level content, writing, test preparation, and skill development. Funding Tutor.com through this goal and action is intended to provide equitable, on-demand academic support beyond the school day so English Learner and low-income students can access individualized assistance when they need it. This expenditure directly addresses the identified need by expanding access to tutoring, strengthening academic confidence, supporting completion of coursework, and helping improve outcomes for student groups that have historically performed below the overall student body. **Scope:** LEA-wide	mathematics, and to schools where graduation-rate improvement remains an area of focus. Tutor.com will address these needs by giving students access to individualized tutoring, homework support, reteaching, skill-building, and academic assistance outside of regular classroom instruction. This expands access beyond traditional after-school tutoring, which the District identified as difficult for some students to attend because of athletics, extracurricular activities, transportation, work, or family responsibilities. By providing tutoring access during and beyond the school day, the action reduces barriers that disproportionately affect unduplicated pupils and increases the likelihood that students who need academic intervention can receive support when they need it. The action is provided on a districtwide basis because all students may need timely academic support, and universal access reduces stigma, allows immediate use when academic need arises, and supports implementation across schools. However, the action is designed to improve outcomes for unduplicated pupils to a greater extent because sites will use student performance data, teacher/counselor referrals, D/F or credit-deficiency information, English Learner progress data, and assessment results to intentionally promote and monitor Tutor.com use among English Learners, Low-Income students, Foster Youth, and other students demonstrating academic need. The District will monitor usage and outcomes by student group to ensure that the service is reaching the students for whom the	

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
		action is principally directed. Research on tutoring indicates that well-designed tutoring can produce significant learning gains for students, particularly those who have fallen behind academically; therefore, Tutor.com expands access to timely, individualized academic support for students with identified academic needs. (https://nssa.stanford.edu/research/to-date).	
1.8	**Action:** The Opportunity Program at La Sierra High School for high-needs students. **Need:** La Sierra provides additional support to students with the highest needs academically and socially/emotionally. Students in the program have consistently underperformed in comparison to the District averages in grades, attendance, and state assessments, as indicate on the State Dashboard. UPP make up the majority of the student population needing the Opportunity program system of supports. See metrics, 1.1, 1.2, and 1.9. **Scope:** LEA-wide	Ninth and Tenth-grade students who have not been successful at the comprehensive high school find additional support across the spectrum of interventions that include academic skills building, social/emotional support, individualized counseling, and small class sizes, with the goal that they can make up credits and return to their high school of residence or continue at La Vista High School. The program, while benefiting all students who attend, primarily addresses the needs of our Unduplicated Pupil Population. The actions are the most effective use of funds to meet the needs of our Unduplicated Pupils Population and the basis for this determination. Opportunity Programs have demonstrated success in closing the achievement gap, decreasing the dropout rate, and increasing the graduation rate (“Zero Dropouts for California”, California Department of Education, November 2007).	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: CAASPP results Graduation rate A-G completion rate
1.9	**Action:** Teachers on Special Assignment (TOSAs) - subject specific. **Need:**	While this service is primarily directed toward unduplicated student populations, all students will benefit from the additional support. TOSAs will present and model specific strategies to differentiate instruction for UPP, in particular, EL. TOSAs will provide specific professional development to meet the specific needs of LTELs.	This action will be measured by participant survey responses regarding the presentation, modeling, and utility of the professional development they have received.

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
	Feedback received from DAC and LCAP surveys revealed that there is a need for instructional staff to increasingly use student outcome data to inform and drive instruction. Additionally, our UPP gropus perform at a lower rate than the All Student group in ELA and Math CAASPP scores. **Scope:** LEA-wide	The actions are the most effective use of funds to meet the needs of unduplicated pupils and the basis for this determination. Research shows that instructional coaching, much of what TOSAs do, improves outcomes for students. (“How Coaching Can Impact Teachers, Principals, and Students”, Edutopia, March 2013.).	• CAASPP Scores
2.4	**Action:** Services to provide professional learning opportunities **Need:** Services to provide professional learning include: • Consultants and conferences for professional learning. • Continued professional development related to SLP (from Elevated Achievement Group) which contributes to an overall approach to lesson design that echoes Universal Design for Learning (UDL). • Continued professional development and implementation of a multi-tiered system of support (MTSS). • Standards-based instruction training. • SET for Success Professional Learning Series subject-specific pull-out days. • Career Technical Education in the Eleven Model CTE Standards.	This action is the most effective use of funds to meet the identified needs of unduplicated pupils because Strategic Learning Practices (SLP), Universal Design for Learning (UDL), and a Multi-Tiered System of Support (MTSS) provide structured, proactive, and differentiated supports that address barriers to student learning. Low-income students, foster youth, homeless youth, and English Learners may experience academic gaps, inconsistent access to learning supports, language development needs, and other barriers that impact achievement. By strengthening instructional practices through UDL and implementing supports within an MTSS framework, the District is able to provide students with multiple ways to access content, demonstrate learning, receive timely intervention, and engage meaningfully in instruction. This action is provided on an LEA-wide basis because UDL and MTSS are designed to benefit all students, not just unduplicated pupils, by providing multiple means of engagement, representation, and expression within general education instruction. In addition to unduplicated	Post professional learning surveys Learning walk outcomes The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Student performance on NWEA diagnostic assessments in English, math, and science Grades CAASPP results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Professional Learning Communities (PLC) late start and early release days. • Ongoing professional learning for teachers to ensure EL students receive appropriate instruction in ELD and in mainstream classes where additional language support for EL is needed so that EL are afforded instruction in ELD standards and in the state standards in each course. • Reading and Math intervention through both dedicated courses and after-school programs of support • English and Math Framework review, pacing and common assessment development. Given the identified academic underperformance in state assessments and academic performance of English Learners, foster youth, low-income, and students with disabilities, professional learning for staff members will include training on SLP, UDL, and MTSS models of support, Career Technical Education, and ELD standards. This is based upon the historical underperformance of EL, FY, LI, and SWD on state assessments and academic performance as compared to the All Students group (metric 1.1, 1.2, 1.6, 1.7, 1.9, 2.5) **Scope:** LEA-wide	pupils, other student groups, including Students with Disabilities and general education students, benefit from differentiated instruction and tiered support. Embedding these practices district-wide, rather than limiting them to specific subgroups, also ensures consistency in professional development, common pacing guides, and assessment practices across all school sites. ("Achievement of learners receiving UDL instruction: A meta-analysis", Teaching and Teaching Education, ScienceDirect, February 2023: https://www.sciencedirect.com/science/article/abs/pii/S0742051X22003316). Professional development will focus on building educator capacity to implement high-quality, standards-aligned instruction that meets the needs of all learners through Best First Instruction. Outcomes include the development and implementation of common pacing guides and common assessments across all school sites to ensure coherence and equity in instructional delivery. Educators will be trained to analyze and disaggregate student data to identify learning trends and gaps, supporting data-driven decision-making. This will inform the design and delivery of commonly developed Tier I interventions within the general education setting, ensuring timely, differentiated support to address students' academic and behavioral needs in an inclusive and equitable manner, specifically developing lessons that are accessible to all students through scaffolded lessons where the learning needs of EL, foster, homeless, and low-income students are taken into consideration first.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Expanded Library Services **Need:** The LCAP survey, DAC, and DELAC responses indicated a desire to extend library hours and services to support students outside of the normal school day. In addition, It is often the case that students experiencing homelessness and students from low-income families, including EL and foster youth, do not have adequate space and internet access to be able to do homework or meet with peers in after-school clubs and organizations (Accredited Schools Online, "Supporting Homeless Students", October 25, 2022) **Scope:** LEA-wide	District schools will continue to extend library services through the support of a Library Technician at each District school and extend library hours through additional hourly pay for certificated and/or classified staff to facilitate before, during, and after school library services. These actions, though offered LEA-wide, will primarily benefit the unduplicated student populations. Again, it is the expectation/belief of the District that these actions will be most effective in meeting the goals for unduplicated students in providing adequate and safe learning environments in which to learn. Extended library services can help all students but are a major benefit to students who face economic, social, and academic barriers to learning. ("School Libraries - More Important Than Ever", Teach Notes, Texas Computer Education Association, April 2017: https://blog.tcea.org/importance-of-school-libraries/).	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Graduation rate Semester grades CAASPP results See metric 1.1, 1.9, 1.11
2.7	**Action:** Maintain a 28.5 to 1 student-to-teacher ratio **Need:** This action is effective in meeting the goal for Unduplicated Pupil Population by reducing the student-to-teacher ratio allowing for more time for teachers to personally and meaningfully interact with students, thereby improving student outcomes. The need for this action was identified through the annual LCAP survey and through feedback gleaned from the District Advisory Committee where the desire	The District has determined that this action is the most effective use of funds to meet the identified needs of unduplicated pupils because reduced class size provides increased opportunities for individualized instruction, targeted academic support, and stronger student-teacher relationships. Although this action is offered on an LEA-wide basis, it is principally directed toward unduplicated pupils, who represent more than 60% of the District's total student population and who may experience additional barriers that impact academic achievement, including economic	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Graduation rate The percentage of UPP graduating having met A-G requirements RFEP rates for EL CAASPP scores

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
	to reduce the student-to-teacher ratio was indicated in an effort to better serve UPP. The class size reduction allows schools to reduce the student-to-teacher ratio in classes designed to improve academic skills for EL, Foster, and Low-income students. **Scope:** LEA-wide	hardship, housing instability, foster youth status, and language acquisition needs. By maintaining smaller class sizes where feasible, teachers are better able to monitor student progress, provide timely feedback, differentiate instruction, and identify students who may need additional intervention. These supports are especially important for low-income students, foster youth, homeless youth, and English Learners, who may benefit from more frequent check-ins, increased academic guidance, and greater access to instructional support during the school day. A study conducted by Finn, Gerber, and Boyd-Zaharias (2005) found that reduced class size had a positive impact on the academic achievement of high-needs students in mathematics and reading (Finn, J. D., Gerber, S. B., & Boyd-Zaharias, J. (2005). Small classes in the early grades, academic achievement, and graduating from high school. Journal of Educational Psychology). It is the District's expectation/belief that these actions will be most effective in meeting the goals for unduplicated students.	
2.8	**Action:** Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring **Need:** Unduplicated pupils are less likely to have a personal computing device or reliable internet	This action is the most effective use of funds to meet the identified needs of unduplicated pupils because one-to-one learning devices reduce barriers to instruction, academic participation, intervention, and access to digital learning resources. This action is principally directed toward low-income students, foster youth, homeless youth, and English Learners, who may be more likely to experience limited access to technology and online supports outside of school.	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: D/F Rate Graduation rate

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
	access at home, which limits their ability to engage with digital instructional materials and communicate with teachers outside the school day. This action is effective in meeting the goal for UPP in that it provides one-to-one learning devices (Chromebooks) for each student so that they can easily access instructional materials wherever they have access to the internet and can contact their teachers through electronic means to receive feedback on their work product. The devices are portable and easily accessible. Instructional materials are all provided digitally throughout the district. Chromebooks were determined to be the most cost-effective device the district could use to provide students access to digital instructional materials. While many students' families can afford their own devices, low-income families and foster students often cannot afford such devices. The district purchases Chromebooks to ensure UPP has access to digital learning tools. Success will be determined through a review of usage reports in the applications and instructional materials **Scope:** LEA-wide	This action is provided on an LEA-wide basis because all students benefit from consistent access to digital instructional materials, online assessments, and electronic communication with teachers, regardless of income or subgroup status. Research has indicated several positive effects of one-to-one learning devices for at-risk students. These devices, such as laptops or tablets, can enhance engagement, personalized learning, and academic achievement among students facing various challenges. The District expects that this action will be most effective in meeting the goals for unduplicated students in that research indicates positive outcomes for at-risk students (Kay, R. H., & Lauricella, S. (2011). “Exploring the benefits and challenges of using laptop computers in 1:1 classrooms for diverse learners” Journal of Research on Technology in Education).	
3.1	**Action:** Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions.	These actions are offered LEA-wide and will benefit all students. However, it is the expectation/belief that these actions will be most effective in meeting the goals for unduplicated students in that the dedicated administrative staff and restorative teams will supply community	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI. **Need:** Given the underperformance of English Learners, foster youth, and low-income students and the increased suspension rates for the same student populations (See above Goal 1, action 1), and given the research suggesting that mentorships, personalized attention, and specific interventions targeting EL, foster youth, and low-income students result in positive student outcomes (Goal 1, action 1), the District has set aside funding for support staff directed primarily toward connecting students and their families to the school community, providing administrative support specific to EL, foster youth, low-income, and creating school-site restorative teams for students returning from suspension or long-term hospitalization. **Scope:** LEA-wide	resources that will address the academic and social/emotional needs of our highest-need student populations of EL, foster, and low-income. The District expects that EL, foster, and low-income students will benefit the most from these actions and services. For example, Foster and Homeless Youth make up the largest percentage of students who qualify for graduation requirement waivers but the waivers also benefit all students who may find themselves in need of such waivers due to unforeseen circumstances related to the pandemic and the economic hardships that have become a reality for many families. More broadly, dedicated administrative staff and restorative teams strengthen school climate, culture, and safety for the entire student body by providing consistent behavioral support, conflict resolution, and connections to community resources that any student may need, regardless of subgroup, further supporting the LEA-wide nature of this action. Research supports the use of dedicated staff, case-management structures, mentoring, family connection, and restorative reentry teams to improve outcomes for students who are academically, socially, or behaviorally at risk. The California LCAP is intended to help LEAs set goals, plan actions, and align resources to improve student outcomes, with particular attention to students with greater needs, including English Learners, foster youth, and low-income students. (https://nationalmentoringresourcecenter.org/resource/mentoring-for-enhancing-school-attendance-	A-G completion rate Number of students receiving mental health support Discipline records State Assessments: CAASPP District diagnostic growth reports in English and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		academic-performance-and-educational-attainment	
3.2	**Action:** Services to support student success and contribute to building a climate of support. **Need:** English Learners, foster youth, homeless youth, and low-income students continue to demonstrate a need for increased academic, social-emotional, and engagement supports. Local data indicate that these unduplicated pupil groups experience barriers that may impact school connectedness, attendance, academic achievement, and overall student well-being. In addition, families of unduplicated pupils may benefit from more frequent and meaningful opportunities to participate in the educational process, provide input, and access information about available school supports. The District has identified a continued need to strengthen parent participation, student engagement, school connectedness, and access to social-emotional and wellness supports. These needs are especially important for unduplicated pupils, as stronger family engagement, student connection, and early identification of support needs can help reduce barriers to learning and improve student outcomes. **Scope:**	These actions will increase parent and student engagement by providing more frequent opportunities for families and students, particularly unduplicated pupils, to participate in school programs, provide input, and strengthen their connection to the school community. Increased connection to school supports improved attendance, engagement, academic achievement, and overall student well-being. In addition, expanded social-emotional supports for students and families, along with staff training, will help schools more readily identify students in need of mental health or wellness support and connect them to appropriate services. These supports are expected to reduce barriers that contribute to absenteeism, disengagement, and poor academic outcomes, particularly for English Learners, foster youth, homeless youth, and low-income students. Research supports that family engagement is connected to improved student achievement, attendance, and overall student success. The California Department of Education's Family Engagement Framework identifies family engagement practices as a strategy that can directly support improved student outcomes (California Department of Education, Family Engagement Framework, 2014). These activities are provided on an LEA-wide basis because family engagement opportunities and social-emotional/mental health supports strengthen school climate, family-school partnerships, and student well-being for the entire	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: The number of UPP taking advantage of mental health support agencies The number of times and utility of interpretation/translation services used by each school The number of parents of UPP who take advantage of parent institutes and workshops Course Completion Rate State Assessment: CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	school community, and are most effectively delivered through district-wide programs and staff training rather than through services limited to a subset of students. It is the belief of the District, however, that these activities will primarily and most effectively meet the goals for unduplicated pupil populations in increasing both student and parent participation.The need for this action was identified through the annual LCAP survey and through feedback gleaned from the District Advisory Committee and through the District English Learner Advisory Committee.	
3.3	**Action:** Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI. **Need:** English Learners, foster youth, homeless youth, and low-income students continue to demonstrate academic underperformance and may experience barriers that impact school engagement, family participation, and access to school and community resources. The District has identified a need to strengthen family-school connections, increase student engagement, and provide targeted outreach to help unduplicated pupils and their families	These actions address the identified need by increasing family participation, student engagement, and school connectedness for unduplicated pupils. Community Liaisons and EL Family Liaisons provide targeted outreach and support to help families better understand school programs, access available resources, and participate more fully in the educational process. These supports also help reduce barriers that may limit student engagement, attendance, and academic success. These actions are provided on an LEA-wide basis because Community Liaisons and EL Family Liaisons connect families to school programs and resources that benefit the entire school community, and liaison outreach is most effectively delivered as a schoolwide support rather than limited to a specific set of families. This action remains principally directed at increasing engagement and reducing barriers for the families of English Learners, foster youth, homeless youth, and low-income students.	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Graduation rate A-G Completion rate RFEP rate Number of students receiving mental health support Discipline records Parent participation in workshops and parent institutes State Assessments (CAASPP and ELPAC) District Diagnostic Monitoring English and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access supports that promote academic success. Community Liaisons and EL Family Liaisons support this need by helping families connect with their school community, understand available resources, and address barriers that may affect student participation and achievement. Research indicates that increased family engagement and student connection to school are associated with improved student outcomes, increased likelihood of high school completion, and reduced likelihood of dropping out. **Scope:** LEA-wide	The research indicates that parent engagement in their child's education and opportunities for high-needs students to participate in school activities increases the likely hood of students completing high school successfully and reduces the likelihood of high-needs students dropping out. Parent Engagement in Schools, Centers for Disease Control and Prevention, August 2018. https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm#:~:text=Research%20shows%20that%20parent%20engagement%20in%20schools%20is,such%20as%20sexual%20risk%20behaviors%20and%20substance%20use.	
3.4	**Action:** Comprehensive Health and Safety Program **Need:** LCAP survey results, focus group feedback, and student wellness data identified a continued need for a comprehensive health and safety program that supports student well-being, school connectedness, and safe learning environments. Feedback from educational partners and student wellness data indicate that unduplicated pupils, particularly foster youth, homeless youth, and low-income students, may experience greater barriers related to supportive relationships, school climate, valuing of school, emotion regulation, and sense of belonging.	This action addresses the identified need by providing coordinated health, safety, mental health, and basic-needs supports that help reduce barriers to attendance, engagement, and academic success for unduplicated pupils. Although the action is offered LEA-wide, supports are targeted to benefit low-income students, foster youth, and homeless youth, who may be more likely to experience challenges related to access to healthcare, nutrition, family support, school stability, and overall well-being. Through mental health specialists, nursing services, campus supervision, staff training, and partnerships with outside agencies, the District is able to provide a safer and more supportive learning environment while connecting students and families to needed resources. These services	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Mental health service provider monthly reports+ Suspensions Expulsions Attendance rate Student, staff, and parent survey responses related to safe and healthy school climate

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
	The District has identified a need to strengthen mental health supports, health services, supervision, staff training, and access to resources that help students feel safe, supported, and connected to school. These supports are especially important for unduplicated pupils because improved wellness, safety, and school connection can help reduce barriers to attendance, engagement, behavior, and academic success. **Scope:** LEA-wide	are expected to improve student wellness, strengthen school connectedness, reduce behavioral barriers, and support improved attendance and academic outcomes. This action is provided on an LEA-wide basis because mental health specialists, nursing services, campus supervision, and safety partnerships create a safer, healthier school environment for the entire student body, and are most effectively delivered as schoolwide supports rather than limited to specific students. While all students may benefit, the District expects this action to have a greater impact on unduplicated pupils because it directly addresses the health, safety, and basic-needs barriers that can disproportionately affect students experiencing poverty, homelessness, or foster care involvement (Dryfoos, 1994; CDE, 2024d)	
3.5	**Action:** Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS. **Need:** Unduplicated Pupil population groups, Hispanic and Homeless Youth at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS were indicated in "red" on the School Dashboard for CCI. Increasing industry	"This action strengthens the sustainability of CTE access and career exploration for Unduplicated Pupil Groups, Hispanic and Homeless Youth at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS. This action supports early career pathway awareness, field experiences, and mentor programs aligned to regional labor market demand. Evidence shows that CTE pathway completion is associated with increased postsecondary earnings, and this action is designed to provide UPP students earlier and more structured access to these opportunities. These strategies ensure that students with the most need receive equitable access to CTE opportunities that directly support long-term career success. This action is offered on a schoolwide basis at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and	The following for Foster Youth, EL, Low Income, Homeless Youth, and Districtwide: Pathway Completion Rate Graduation Rate

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
	certifications, dual enrollment opportunities, and hands-on skill development will help increase UPP opportunities to attend a two-year college or move successfully into a career. Employment and Earnings: Increased exposure to CTE has been linked to higher employment rates and wages. For example, students who participate in focused sequences of CTE courses aligned to specific industries are more likely to graduate from high school, enroll in two-year colleges, and gain employment with higher wages compared to their peers **Scope:** LEA-wide	TRHS because career pathway access, field experiences, and mentorship connect classroom learning to real-world careers for all students, and CTE programs are most effectively implemented as comprehensive, schoolwide pathways rather than as services limited to a single subgroup. While UPP, Hispanic, and Homeless Youth are the principal intended beneficiaries, other student groups also benefit significantly from CTE access. In addition to UPP students, Students with Disabilities (SWD) also benefit significantly from CTE pathways. These programs offer multiple learning modalities, flexible accommodations, and hands-on experiences that align with Individualized Education Plans (IEPs). CTE provides inclusive environments and job-ready training that builds independence, confidence, and pathways toward competitive employment. English Learners (EL) benefit from structured project-based instruction that supports vocabulary development and academic language acquisition, while SED students gain access to industry-recognized certifications and career mentorship that might otherwise be unavailable due to financial barriers (https://fordhaminstitute.org/national/research/career-and-technical-education-high-school-does-it-improve-student-outcomes)."	
3.6	**Action:** Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career	The District will provide each school with funds to develop and implement programs that meet student interests and will be available at dates and times that are conducive to students' daily schedules. Some of the funds will be used to promote the extra-curricular opportunities at each school and will be specifically targeted at the UPP to encourage them to take advantage of the	Success will be measured by monitoring the number of UPP participating in extra-curricular activities. (metric 3.12) Metric 1.2

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
	Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI. **Need:** LCAP surveys and focus group feedback identified the need for more opportunities for students to connect to their school community through interest-based activities and events. The survey responses show that UPP take advantage of extra-curricular opportunities less frequently than the general student population. Unduplicated student populations, in particular, indicated that UPP do not participate in extracurricular activities due to economic hardship and/or the difficulties associated with their living arrangements. **Scope:** Schoolwide	available opportunities. Participation in extracurricular activities has been linked to higher levels of school engagement among high-needs students. Involvement in clubs, sports, or arts can foster a stronger connection to the school, reduce absenteeism, and promote a sense of purpose and belonging (Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. Review of Educational Research). These actions are offered school-wide because expanded extracurricular opportunities strengthen school engagement, belonging, and attendance for all students, and are most effectively funded and promoted as schoolwide programs at each site rather than limited to specific subgroups. However, it is the expectation/belief that these actions will be most effective in meeting the goals for unduplicated students, both because UPP makes up a majority of the student population and because a portion of the funding is specifically targeted at promoting these opportunities to UPP students.	
3.7	**Action:** Transportation Services **Need:** In reviewing survey data related to student participation in extra-curricular activities, the data revealed that UPP does not participate as much as other students due, in part, to lack of transportation to athletic events and field trips. Involvement in clubs, sports, or arts can foster a stronger connection to the school, reduce	The district will provide transportation to athletic activities and pupil trips where needed so that UPP can take advantage of extra-curricular activities at higher rates. Participation in extracurricular activities has been linked to higher levels of school engagement among high-needs students. This action is provided on an LEA-wide basis because transportation to athletic activities and pupil trips benefits any student who lacks reliable	Metric 1.1 Metric 1.9 Metric 3.6 Metric 3.10 Metric 3.12

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
	absenteeism, and promote a sense of purpose and belonging. **Scope:** LEA-wide	transportation to participate in extracurricular opportunities, and is more efficient to administer as an LEA-wide service than through individual student eligibility screening. This action remains principally targeted at UPP students, who are more likely to lack access to reliable transportation and family support needed to attend activities outside the school day. (Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. Review of Educational Research).	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Staffing and services to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments. **Need:** State CAASPP results indicate the need for increased support for EL in English and math, as well as the most recent Federal Program	The District will provide additional Designated ELD instructional time, use Ellevation to monitor student progress, and support teachers with professional learning and data tools to improve instruction for English Learners and Long-Term English Learners. For English Learners in the early stages of language acquisition, the additional ELD 1 section allows schools to provide a two-period block of focused English Language Development. This structure provides more intensive instruction in	ELPAC outcomes RFEP rate CAASPP results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Monitoring Review that indicated the need to provide ongoing dedicated ELD instruction for students who have not yet been Reclassified as Fluent English Proficient (RFEP) and who have passed ELD 3. **Scope:** Limited to Unduplicated Student Group(s)	listening, speaking, reading, and writing so students can more rapidly acquire English and access grade-level content across subject areas. For Long-Term English Learners who have completed ELD coursework but have not yet met RFEP criteria, the additional Designated ELD section provides targeted instruction focused on academic vocabulary, language functions, reading comprehension, writing development, and the specific language skills needed for reclassification and success in college and career readiness coursework. This differentiated support is necessary because LTELs often require more intentional academic language development rather than introductory English language instruction. Teacher professional development and use of the Ellevation platform will support teachers, site administrators, and district staff in identifying student needs, monitoring progress toward reclassification, reviewing ELPAC and CAASPP data, and providing timely instructional supports. These tools and training will help ensure that both ELs and LTELs receive instruction aligned to their language proficiency levels and academic needs. Research shows that students acquiring a new language benefit from focused, intensive, and structured opportunities to develop English language proficiency within the school day. When English Language Development is prioritized and intentionally integrated into instruction, students are better supported in accessing grade-level content and improving academic outcomes. This is especially important for Long-Term English	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Learners (LTELs), who may need more targeted language development, academic vocabulary support, and structured opportunities for speaking, listening, reading, and writing in order to make progress toward reclassification and college/career readiness.(ELD, American Federation of Teachers, 2013; https://www.aft.org/periodical/american-educator/summer-2013/english-language-development)	

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

Additional Concentration Grant Funding

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

The district's class size reduction initiative, though implemented LEA-wide, is strategically designed to primarily benefit unduplicated students—who make up over 60% of the student population—by reducing class sizes to a 28.5:1 student-to-teacher ratio. This allows for more individualized instruction, increased student engagement, and improved academic outcomes in areas such as math and reading. The action was developed in direct response to stakeholder input gathered through the LCAP survey and District Advisory Committee feedback, and reflects the district's belief that smaller class sizes are a key strategy for meeting the academic needs of English Learners, Foster Youth, and Low-Income students, thereby advancing district goals for these populations. (Goal 2, Action 7).

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	1:90	1:54
Staff-to-student ratio of certificated staff providing direct services to students	1:23	1:19

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	$160,499,367.00	$26,849,939	16.729%	0.000%	16.729%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$188,948,194.00	$22,935,202.00	$0.00	$1,348,584.00	$213,231,980.00	$194,472,984.00	$18,758,996.00

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	Staffing to improve and increase student achievement and outcomes.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$6,050,562.00	$0.00	$5,091,875.00	$216,759.00		$741,928.00	$6,050,562.00	
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$125,000.00	$125,000.00				$125,000.00	
1	1.3	Services to provide academic guidance support, college exploration, and improving reading skills for unduplicated pupils, including EL, who performed in the red indicator on the 22/23 California School Dashboard. This action also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	All	No			All Schools	2024-2027	$0.00	$70,500.00		$70,500.00			$70,500.00	
1	1.4	Staffing and services to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BPHS & SOHS	2024-2027	$480,141.00	$75,342.00	$555,483.00				$555,483.00	
1	1.5	AVID Program	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$362,165.00	$100,425.00	$462,590.00				$462,590.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.6	Tutoring both inside and outside the school day.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BPHS, FUHS, LVHS, SOHS, and SHHS	2024-2027	$119,002.00	$74,679.00	$193,681.00				$193,681.00	
1	1.7	Instructional support in general education classes including support for Long-term ELs.	All Primary EL students	No			Specific Schools: FUHS, LHHS, LVHS, SOHS, SHHS, TRHS , BPHS	2024-2027	$679,643.00	$0.00		$679,643.00			$679,643.00	
1	1.8	The Opportunity Program at La Sierra High School for high-needs students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: La Sierra High School Grade 10	2024-2027	$853,455.00	$25,000.00	$878,455.00				$878,455.00	
1	1.9	Teachers on Special Assignment (TOSAs) - subject specific.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,512,712.00	$125,000.00	$891,307.00	$534,103.00		$212,302.00	$1,637,712.00	
1	1.10	Services to provide academic guidance support, college exploration, and improving reading skills for SWD which had a red indicator on the 22/23 California School Dashboard. This metric also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Students with Disabilities	No			Specific Schools: BPHS, FUHS, LHHS, LSHS, LVHS, SOHS, SHHS, TRHS	2024-2027	$0.00	$0.00		$0.00			$0.00	
2	2.1	Equipment, supplies, and technology.	All	No			All Schools	2024-2027	$0.00	$6,200,000.00	$6,200,000.00				$6,200,000.00	
2	2.2	Basic Staffing	All	No			All Schools	2024-2027	$169,509,624.00	$0.00	$154,050,891.00	$15,458,733.00			$169,509,624.00	
2	2.3	Summer School Program	All	No			All Schools	2024-2027	$800,000.00	$100,000.00		$900,000.00			$900,000.00	
2	2.4	Services to provide professional learning opportunities	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$314,000.00	$46,000.00	$280,000.00			$80,000.00	$360,000.00	

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
			Low Income			Low Income										
2	**2.5**	Expanded Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$689,850.00	$0.00	$689,850.00				$689,850.00	
2	**2.6**	Staff development days (maintain 186-day work year).	All	No			All Schools	2024-2027	$2,250,000.00	$0.00		$2,250,000.00			$2,250,000.00	
2	**2.7**	Maintain a 28.5 to 1 student-to-teacher ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,600,000.00	$0.00	$1,600,000.00				$1,600,000.00	
2	**2.8**	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$3,391,762.00	$3,391,762.00				$3,391,762.00	
3	**3.1**	Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BPHS - Homeless and African American Students; LHHS - EL and SWD; LVHS - HY, LI, and Hispanic; Fullerton HS, Disc and Grad rates	2024-2027	$3,455,301.00	$0.00	$3,281,732.00			$173,569.00	$3,455,301.00	
3	**3.2**	Services to support student success and contribute to building a climate of support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$693,500.00	$693,500.00				$693,500.00	
3	**3.3**	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,305,339.00	$0.00	$1,164,554.00			$140,785.00	$1,305,339.00	

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
		SWD, EL, Hispanic, HY, and LI.														
3	3.4	Comprehensive Health and Safety Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,351,474.00	$378,350.00	$3,729,824.00				$3,729,824.00	
3	3.5	Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, TRHS, LHHS	2024-2027	$516,831.00	$3,080,160.00	$3,204,530.00	$392,461.00			$3,596,991.00	
3	3.6	Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$20,000.00	$50,000.00	$70,000.00				$70,000.00	
3	3.7	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,393,160.00	$2,393,160.00				$2,393,160.00	
3	3.8	Comprehensive Health and Safety Program (non-contributing)	All	No			All Schools	2024-2027	$0.00	$1,500,000.00		$1,500,000.00			$1,500,000.00	
4	4.1	Implement an enhanced version of an already successful District program, ABC, that will provide more structure, support, and resources including, daily Tier III wellness support and wrap-around services.	All Socio-economically Disadvantaged, English Learners, Homeless, and Hispanic and Students with Disabilities	No			Specific Schools: La Vista High School, La Sierra High School	2024-2027	$602,885.00	$330,118.00		$933,003.00			$933,003.00	

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
$160,499,367.00	$26,849,939	16.729%	0.000%	16.729%	$28,697,303.00	0.000%	17.880 %	**Total:**	$28,697,303.00
								LEA-wide Total:	$28,071,820.00
								Limited Total:	$555,483.00
								Schoolwide Total:	$70,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staffing to improve and increase student achievement and outcomes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,091,875.00	
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
1	1.4	Staffing and services to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments.	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BPHS & SOHS	$555,483.00	

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	1.5	AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$462,590.00	
1	1.6	Tutoring both inside and outside the school day.	Yes	LEA-wide	English Learners Foster Youth Low Income		$193,681.00	
1	1.8	The Opportunity Program at La Sierra High School for high-needs students.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: La Sierra High School Grade 10	$878,455.00	
1	1.9	Teachers on Special Assignment (TOSAs) - subject specific.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$891,307.00	
2	2.4	Services to provide professional learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,000.00	
2	2.5	Expanded Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$689,850.00	
2	2.7	Maintain a 28.5 to 1 student-to-teacher ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	
2	2.8	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,391,762.00	
3	3.1	Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BPHS - Homeless and African American Students; LHHS - EL and SWD; LVHS - HY, LI, and Hispanic; Fullerton HS, Disc and Grad rates	$3,281,732.00	

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 (%)
		Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.						
3	3.2	Services to support student success and contribute to building a climate of support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$693,500.00	
3	3.3	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,164,554.00	
3	3.4	Comprehensive Health and Safety Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,729,824.00	
3	3.5	Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, TRHS, LHHS	$3,204,530.00	
3	3.6	Extra-curricular programs at each site to encourage and support students in	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$70,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.						
3	**3.7**	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,393,160.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$187,944,804.00	$185,628,404.00

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**	Staffing to improve and increase student achievement and outcomes.	Yes	$5,126,241.00	$4,712,476
1	**1.2**	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms.	Yes	$75,000.00	$75,000
1	**1.3**	Services to provide academic guidance support, college exploration, and improving reading skills for unduplicated pupils, including EL, who performed in the red indicator on the 22/23 California School Dashboard. This action also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Yes	$246,159.00	$332,325
1	**1.4**	Staffing and services to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments.	Yes	$562,985.00	$822,423
1	**1.5**	AVID Program	Yes	$351,052.00	$351,052

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	1.6	Tutoring both inside and outside the school day.	No	$150,000.00	$150,000
1	1.7	Instructional support in general education classes including support for Long-term ELs.	No	$210,000.00	$210,000
1	1.8	The Opportunity Program at La Sierra High School for high-needs students.	Yes	$735,996.00	$755,452
1	1.9	Teachers on Special Assignment (TOSAs) - subject specific.	Yes	$1,293,360.00	$919,993
1	1.10	Services to provide academic guidance support, college exploration, and improving reading skills for SWD which had a red indicator on the 22/23 California School Dashboard. This metric also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	No	$0.00	0
2	2.1	Equipment, supplies, and technology.	No	$6,200,000.00	$6,200,000
2	2.2	Basic Staffing	No	$147,575,917.00	$147,575,917
2	2.3	Summer School Program	No	$900,000.00	$900,000
2	2.4	Services to provide professional learning opportunities	Yes	$672,072.00	$388,072
2	2.5	Expanded Library Services	Yes	$646,161.00	$677,979

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Staff development days (maintain 186-day work year).	No	$2,250,000.00	$2,250,000
2	**2.7**	Maintain a 28.5 to 1 student-to-teacher ratio	Yes	$1,414,718.00	$1,414,718
2	**2.8**	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	Yes	$2,210,000.00	$3,234,678
3	**3.1**	Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Yes	$3,312,185.00	$3,043,313
3	**3.2**	Services to support student success and contribute to building a climate of support.	Yes	$654,670.00	$654,670
3	**3.3**	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Yes	$1,287,144.00	$1,031,243

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	3.4	Comprehensive Health and Safety Program	Yes	$3,569,762.00	$3,409,135
3	3.5	Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Yes	$5,196,829.00	$3,215,405
3	3.6	Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Yes	$70,000.00	$70,000
3	3.7	Transportation Services	Yes	$1,500,000.00	$1,500,000
3	3.8	Comprehensive Health and Safety Program (non- contributing)	No	$900,000.00	$900,000
4	4.1	Implement an enhanced version of an already successful District program, ABC, that will provide more structure, support, and resources including, daily Tier III wellness support and wrap-around services.	No	$834,553.00	$834,553

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)
$24,925,127	$28,184,264.00	$26,815,864.00	$1,368,400.00	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	1.1	Staffing to improve and increase student achievement and outcomes.	Yes	$4,901,241.00	$4,712,476.00		
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms.	Yes	$75,000.00	$75,000.00		
1	1.3	Services to provide academic guidance support, college exploration, and improving reading skills for unduplicated pupils, including EL, who performed in the red indicator on the 22/23 California School Dashboard. This action also addresses all student groups scoring "red" on the College Career Indicator (CCI) of the Dashboard Districtwide and at BPHS, FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Yes	$221,159.00	$332,325.00		
1	1.4	Staffing and services to improve programs/services that will contribute to EL	Yes	$562,985.00	$822,423.00		

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)
		students accessing state standards and improving ELD for language proficiency and better scores on the ELA and math portions of the State assessments.					
1	**1.5**	AVID Program	Yes	$351,052.00	$351,052.00		
1	**1.8**	The Opportunity Program at La Sierra High School for high-needs students.	Yes	$735,996.00	$755,452.00		
1	**1.9**	Teachers on Special Assignment (TOSAs) - subject specific.	Yes	$1,089,360.00	$919,993.00		
2	**2.4**	Services to provide professional learning opportunities	Yes	$388,072.00	$388,072.00		
2	**2.5**	Expanded Library Services	Yes	$646,161.00	$677,979.00		
2	**2.7**	Maintain a 28.5 to 1 student-to-teacher ratio	Yes	$1,622,648.00	$1,622,648.00		
2	**2.8**	Educational Technology; both hardware and software to provide access for all students to a broad course of study and diagnostic assessments for accurate student placement, intervention, and monitoring	Yes	$2,210,000.00	$3,234,678.00		
3	**3.1**	Staffing to provide oversight and support to students to increase attendance and graduation rates as well as to reduce suspensions and expulsions. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard	Yes	$3,312,185.00	$3,043,313.00		

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)
		including SWD, EL, Hispanic, HY, and LI.					
3	**3.2**	Services to support student success and contribute to building a climate of support.	Yes	$654,670.00	$654,670.00		
3	**3.3**	Staff dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. This action also addresses the student groups identified in "red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.	Yes	$1,077,144.00	$1,031,243.00		
3	**3.4**	Comprehensive Health and Safety Program	Yes	$3,569,762.00	$3,409,135.00		
3	**3.5**	Career Technical Education (CTE) enhancements and improvements to CTE pathways and work-based learning opportunities to increase the college career indicator (CCI) for Unduplicated Pupil Population, as well as SWD, Hispanic, and Homeless students Districtwide and at BPHS FUHS, LHHS, LSHS, LVHS, SHHS, and TRHS.	Yes	$5,196,829	$3,215,405.00		
3	**3.6**	Extra-curricular programs at each site to encourage and support students in connecting to their school community. This action also addresses the student groups identified in	Yes	$70,000.00	$70,000.00		

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)
		"red" on the College Career Indicator on the Dashboard including SWD, EL, Hispanic, HY, and LI.					
3	**3.7**	Transportation Services	Yes	$1,500,000.00	$1,500,000.00		

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)
155,884,345	$24,925,127	0.00	15.989%	$26,815,864.00	0.000%	17.202%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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