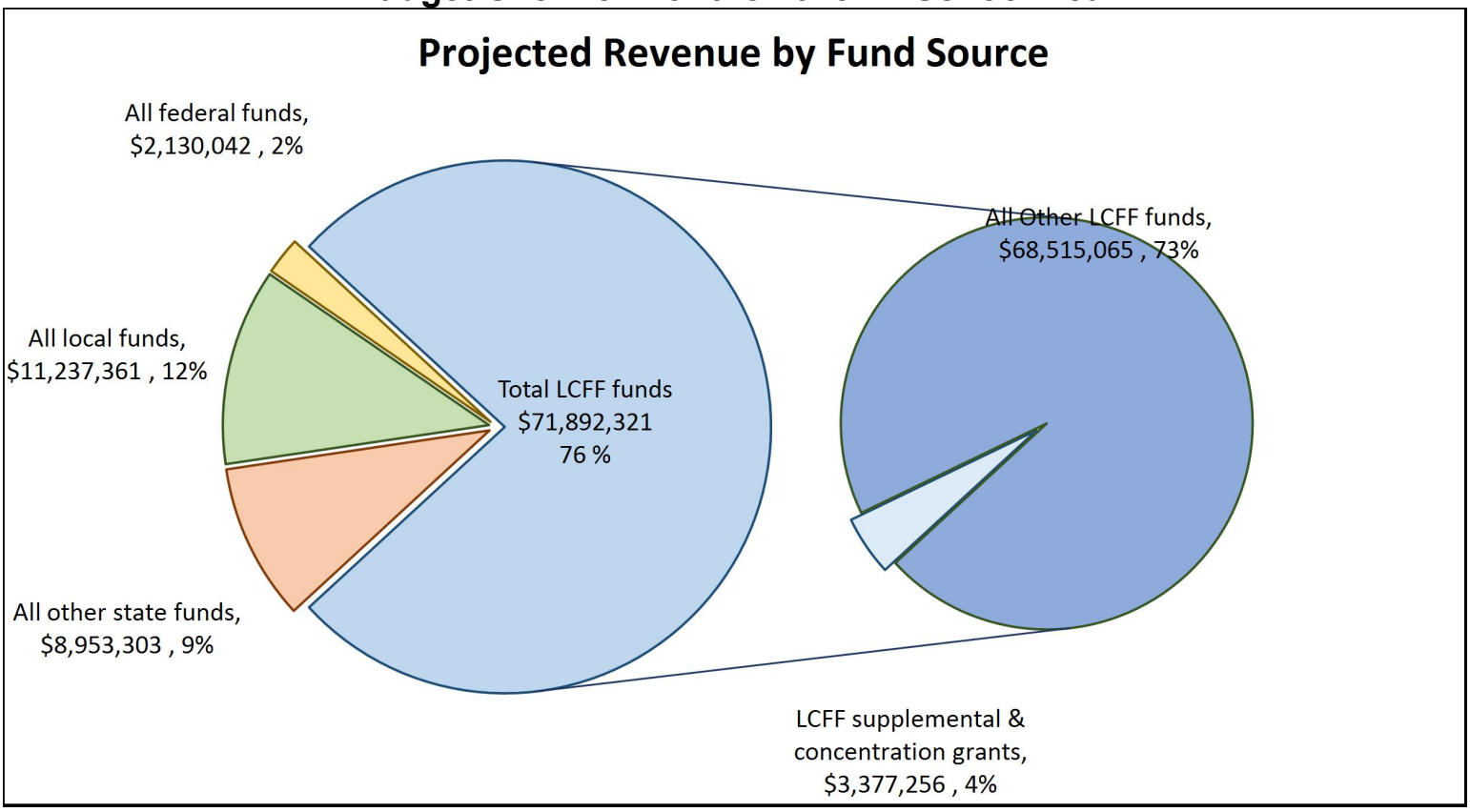
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jefferson Union High School District
CDS Code: 41-68924-4133393
School Year: 2026-27
LEA contact information:
Kareen Baca
Deputy Superintendent of Educational Services
kbaca@jeffersonunion.net
650-550-7947

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

Budget Overview for the 2026-27 School Year

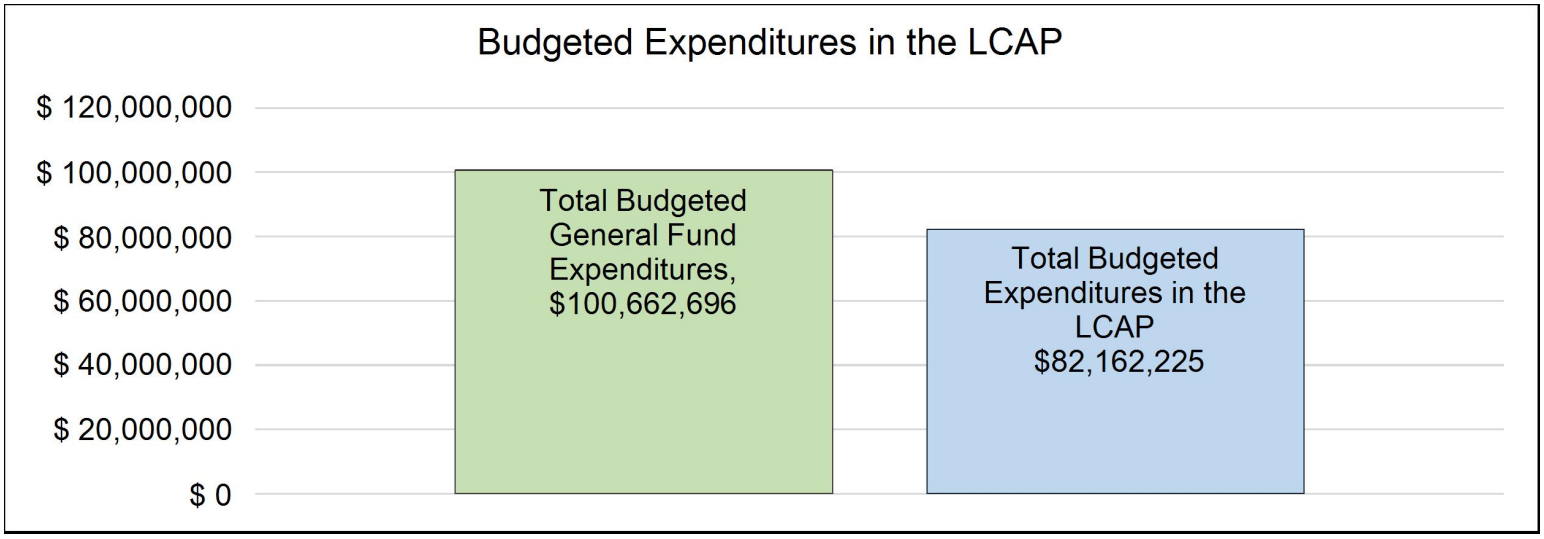


This chart shows the total general purpose revenue Jefferson Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jefferson Union High School District is $94,213,027, of which $71,892,321 is Local Control Funding Formula (LCFF), $8,953,303 is other state funds, $11,237,361 is local funds, and $2,130,042 is federal funds. Of the $71,892,321 in LCFF Funds, $3,377,256 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Jefferson Union High School District plans to spend for 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: Jefferson Union High School District plans to spend $100,662,696 for the 2026-27 school year. Of that amount, $82,162,225 is tied to actions/services in the LCAP and $18,500,471 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

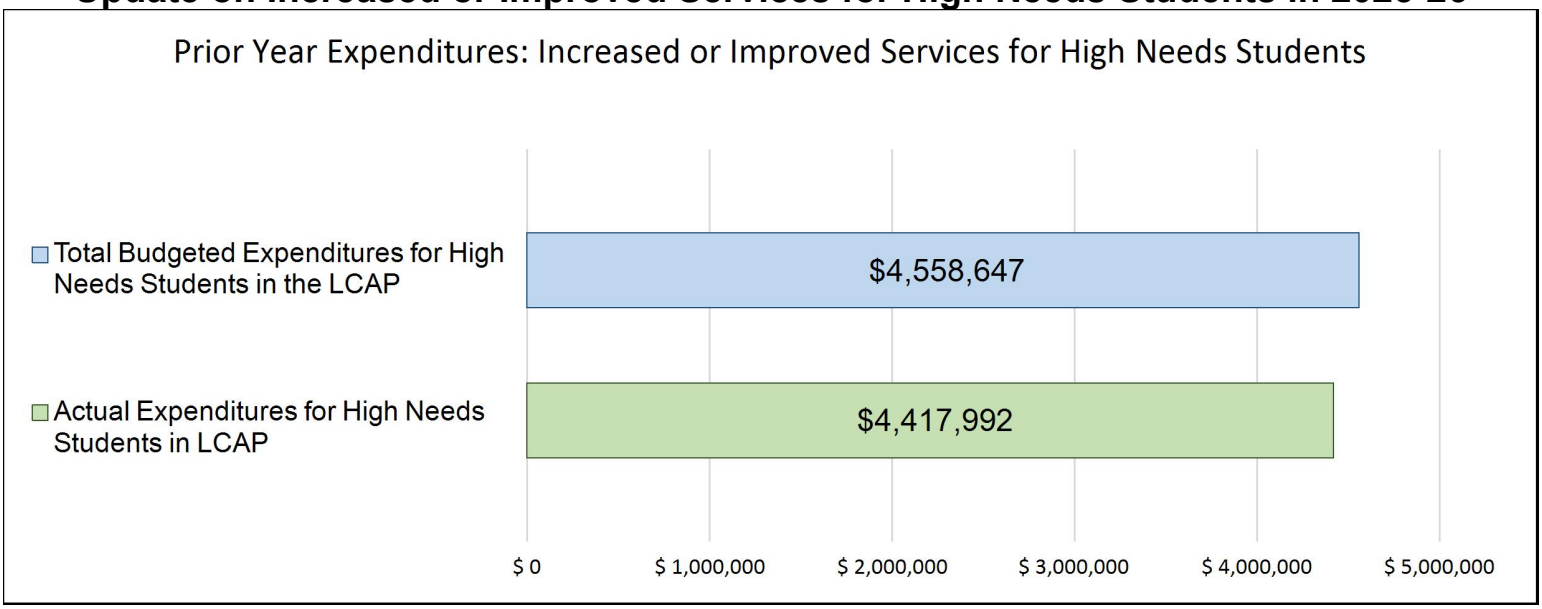
General operations.

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

In 2026-27, Jefferson Union High School District is projecting it will receive $3,377,256 based on the enrollment of foster youth, English learner, and low-income students. Jefferson Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jefferson Union High School District plans to spend $4,847,974 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 Jefferson Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Jefferson Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Jefferson Union High School District's LCAP budgeted $4,558,647 for planned actions to increase or improve services for high needs students. Jefferson Union High School District actually spent $4,417,992 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $140,655 had the following impact on Jefferson Union High School District’s ability to increase or improve services for high needs students:

This small difference was primarily due to staffing vacancies. Specifically, the delay from when positions are vacated and when they are filled and new employees are onboarded.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jefferson Union High School District	Kareen Baca Deputy Superintendent of Educational Services	kbaca@jeffersonunion.net 650-550-7947

Plan Summary [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.

Jefferson Union High School District, a community-funded district located approximately 10 miles south of San Francisco, is a premier learning community committed to preparing all students for success in post-secondary education and careers. The district includes three comprehensive high schools, one alternative school, one continuation school, and adult programs that icludes Adult Transition and Adult School. JUHSD serves the diverse communities of Bayshore, Brisbane, Broadmoor, Daly City, and Pacifica. With a dedicated staff of approximately 600 employees, the district is deeply committed to providing high-quality instruction and comprehensive supports that meet the varied needs of its students.

In the 2025–2026 academic year, the district enrolled 3,647 students, reflecting a 1.83% decrease from the prior year. The student population is diverse: 36% Hispanic/Latino, 24% Filipino, 15% White, 15% Asian, 7% Two or More races, 1% Black/African American, and less than 1% Pacific Islander and Native American. Approximately 14% of students are learning English, 13% are students with disabilities, and 31% are socioeconomically disadvantaged, with an unduplicated pupil percentage of approximately 36%. None of the district's schools qualify for additional funding through the LCFF Equity Multiplier.

As the district enters the 2026–2027 academic year, JUHSD remains focused on disrupting systems that have led to inequitable outcomes. Central to this work is a continued prioritization of improving core instruction and strengthening supports, particularly for students learning English and students with disabilities. The district is committed to ensuring these students have access to rigorous, engaging learning experiences, high-quality instruction, and the targeted supports necessary to thrive academically and graduate prepared for future opportunities.

JUHSD's Equity Policy, reflected throughout the LCAP, reinforces this commitment: the district strives to provide an education that not only advances equity but actively disrupts systemic barriers. JUHSD is committed to ensuring that a student's identity or circumstances do not determine their outcomes and to fostering a system where adults act with purpose and courage to meet students where they are and prepare them for life beyond high school.

In addition to its focus on student outcomes, the district recognizes the importance of attracting and retaining high-quality staff. In response to challenges related to regional salary competitiveness, JUHSD opened 122 units of below-market-rate housing for staff in May 2022. The district is also exploring opportunities to redevelop additional properties to further strengthen compensation and retention efforts, ensuring stability and continuity in programs and services for students.

Reflections: Annual Performance

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

2025 Dashboard Data
Success:
JUHSD continues to make progress toward its LCAP goals, particularly in improving student achievement and college and career readiness. Overall performance in English Language Arts and Science increased, with both indicators reaching the Green level. Graduation rates remain strong at over 92%, with gains across multiple student groups.

The district saw improvements in College and Career readiness, with more students graduating prepared for postsecondary opportunities. Several student groups, including Hispanic/Latino, Filipino, White, and socioeconomically disadvantaged students, demonstrated growth across multiple indicators.

- All students: 92.2% (Green)
- English Learners: 83.9% (+3.8%)
- Socioeconomically Disadvantaged: 91.2% (+2.8%)
- Filipino, Asian, White: Blue/Green levels (very high)

Challenges:
Math remains the most significant system-wide challenge. This is the largest academic gap across the system, especially for EL and SWD.

- All students: -64.4 points below standard (Yellow)
- English Learners: -147 points (Orange)
- Students with Disabilities: -152.9 points (Orange)

English Learners are not making sufficient progress

- ELA: Red (-76.7 below standard)
- EL Progress: 39.1% (Orange, not improving)
- Suspension: Red (8.2%, increasing)

Students with Disabilities show persistent outcome gaps
- Graduation: 70.6% (declined)
- College & Career: 17.4% (declined)
- Math: -152.9 below standard

Suspension rates are increasing across multiple groups
- All students: 4.2% (Orange, +1.5%)
- English Learners: Red (8.2%)
- African American: Red (15.1%)
- SED & SWD: Red/Orange, increasing

To address persistent gaps in English Language Arts and Mathematics, the district is strengthening Tier 1 core instruction across all classrooms. This includes the implementation of high-quality instructional materials, ongoing professional learning for teachers, and a focus on instructional strategies that promote engagement, language development, and access to grade-level content for all students.

For students learning English, the district is enhancing both designated and integrated English Language Development (ELD). This includes supporting teachers in embedding language development across content areas, expanding opportunities for students to engage in academic discourse, and monitoring progress to ensure students are making timely gains toward English proficiency.

For students with disabilities, the district is continuing to expand inclusive practices and co-teaching models to ensure greater access to general education curriculum. Efforts are focused on improving collaboration between general education and special education teachers, strengthening supports within the classroom, and aligning instruction to meet diverse learning needs.

To address rising suspension rates and improve school climate, the district is implementing strategies that promote belonging and reduce exclusionary discipline. This includes expanding restorative practices, strengthening relationships between staff and students, and providing professional development focused on culturally responsive practices and de-escalation strategies.

There are unexpended funds from the Learning Recovery Emergency Block Grant. In 2025–2026, there was a carryover balance of $1,028,064.09, along with an additional allocation of $154,046 for the 2025–2026 school year. The estimated expenditures total $1,029,338.54. The following goals and actions are funded through LREBG: 1.3a, 3.5e, 3.5f, 4.1m, 4.4c, 5.1a, 7.6a

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2024 Dashboard Data
Success:
JUHSD is proud to share that our "All Students" group achieved a Green indicator for English Language Arts under Academic Performance, demonstrating strong academic growth and proficiency. We also earned Green indicators for both the Suspension Rate and the College and Career Indicator, reflecting our district’s commitment to fostering student well-being and preparing students for postsecondary success.

In addition, our Asian and Two or More Races student groups achieved Blue or Green indicators across all measured areas, highlighting

JUHSD’s ongoing efforts to promote equity and support high levels of achievement for all learners.

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

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

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

2023 Dashboard Data
Districtwide:
- English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities received red indicators in both ELA and math.
- Pacific Islanders received a red indicator in suspension rates

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

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

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

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

Reflections: Technical Assistance

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

Jefferson Union High School District is actively engaged in Differentiated Assistance in partnership with the San Mateo County Office of Education, with a focus on improving outcomes for English Learners, particularly in ELA, math, and suspension rates.

The work is grounded in a continuous improvement approach that centers student voice, data analysis, and system-level change. Early efforts have focused on identifying root causes, including a disconnect between student perceptions of ELD programs and outcome -data, as well as challenges related to student belonging and engagement.

Key strategies underway include:
-Student Voice and Data Use: Conducting student listening sessions and interviews to better understand the experiences of Long-Term English Learners and students in ELD pathways.
-Pilot and “Safe-to-Fail” Change Ideas: Designing and testing small-scale pilots at high schools to explore new approaches to ELD instruction, course design, and student support structures.
-Program Redesign Exploration: Considering shifts from traditional, grade-level ELD models to more flexible, readiness-based or integrated models, including AVID-informed practices and service-learning approaches.
-Focus on Belonging and Engagement: Expanding beyond academic interventions to address student identity, inclusion, and sense of belonging, including attention to adult mindsets and school culture.
-Implementation Science Approach: Utilizing implementation tools and frameworks to guide planning, scaling, and monitoring of initiatives, ensuring changes are intentional and sustainable.

The district is also strengthening collaboration across sites, building teacher capacity through professional learning, and aligning this work to LCAP goals related to equity, school climate, and English Learner success. Next steps include continuing pilot implementation, refining strategies based on feedback and data, and deepening cross-site collaboration and professional development.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Advisory Committee (Serves as the Parent Advisory Committee)	April 15, 2026 and May 7, 2026 The District Advisory Committee (DAC) was engaged and consulted throughout the development of the LCAP through a series of meetings focused on reviewing student outcome data, identifying districtwide needs, and providing feedback on proposed goals, actions, and services. During these meetings, district staff shared information related to academic achievement, student engagement, attendance, school climate, and progress toward prior LCAP goals. Committee members had opportunities to ask questions, participate in discussions, and provide recommendations regarding district priorities and the use of resources to support student success. Feedback gathered from the DAC helped inform the development and refinement of LCAP goals and actions, particularly in areas related to academic support, student wellness, equity, college and career readiness, and family engagement. Input from educational partners was considered as part of the district's continuous improvement process to ensure the LCAP reflects the needs and priorities of the school community. No comments were received from the committee; therefore, a Superintendent's response is not needed.
English Learner Parent Advisory Committee	May 15, 2026

Educational Partner(s)	Process for Engagement
	The English Learner Parent Advisory Committee (ELPAC) was engaged throughout the development of the LCAP through a series of meetings focused on reviewing student data, identifying needs, and providing input on proposed goals, actions, and expenditures that support English learners. During these meetings, district staff shared information related to academic achievement, English Learner Progress Indicator (ELPI) data, attendance, school climate, and available support services. Committee members were provided opportunities to ask questions, share feedback, and discuss priorities related to programs and services for English learners and their families. Feedback gathered from the ELPAC was considered in the development and refinement of LCAP actions, particularly those related to designated and integrated ELD supports, newcomer services, academic interventions, family engagement, and social-emotional supports for English learners. Translation and interpretation services were provided to ensure meaningful participation and accessibility for all members. No comments were received from the committee; therefore, a Superintendent's response is not needed.
Teachers, counselors, and other staff	Feedback Survey to all Staff - May 1, 2026 - May 15, 2026 School Counselors - May 7, 2026 Teachers, counselors, and other staff were engaged throughout the development of the LCAP through meetings, surveys, collaborative discussions, and opportunities to review student data and district priorities. Staff provided feedback on student academic performance, school climate, social-emotional supports, instructional practices, and programs designed to support unduplicated student groups. District and site staff also shared perspectives on the effectiveness of current services and identified areas where additional support or resources may be needed. Input from teachers, counselors, and other staff helped inform the development and refinement of LCAP goals, actions, and expenditures, particularly in areas related to teaching and learning,

Educational Partner(s)	Process for Engagement
	intervention and support services, student wellness, equity initiatives, college and career readiness, and professional learning. Feedback from staff was considered as part of the district's continuous improvement process to help ensure the LCAP reflects the needs of students and school communities.
Principals and Other Administrators	Instructional Council Meeting - May 13, 2026 Principals were engaged throughout the development of the LCAP through the District Management Meetings, collaborative planning discussions, and opportunities to review student data and district priorities. During these meetings, principals provided feedback on academic achievement, attendance, school climate, intervention supports, staffing needs, and the effectiveness of current programs and services at their school sites. Principals also shared site-based perspectives regarding the needs of unduplicated student groups and strategies to improve student outcomes and engagement.
Local Bargaining Units	AFT Consultation - April 29, 2026 AFT 1481 leadership staff were engaged in the development of the LCAP through meetings (formal and informal), discussions, and opportunities to provide feedback on district goals, priorities, and proposed actions and services. District leadership shared information related to student outcomes, school climate, staffing, instructional supports, and programs designed to support student achievement and well-being. Representatives from the bargaining units were provided opportunities to ask questions, share perspectives, and discuss the impact of proposed actions on students and staff.
Parents and Students	Special Education Parent Survey - February 24, 2026 Parents of students receiving special education services were engaged in the development of the LCAP through surveys. Student Advisory Committee Meeting - April 20, 2026 The Student Advisory Committee was engaged throughout the development of the LCAP through meetings, discussions, and opportunities to provide feedback on student support services and school experiences. During these meetings, students shared perspectives on the importance of counselor access, academic advising, mental health supports, college and career planning, and

Educational Partner(s)	Process for Engagement
	the overall availability of trusted adults on campus. Students discussed the need for timely counseling support, stronger communication about available resources, and increased opportunities for individualized guidance and check-ins.
SELPA	Administrators Council -2/27/26 -3/27/26 -4/24/26 The district consulted with the Special Education Local Plan Area (SELPA), special education administrators, and district directors throughout the development of the LCAP to review programs, services, and supports for students with disabilities. During these consultations, staff reviewed student outcome data, inclusion practices, behavioral and mental health supports, staffing needs, transition services, and compliance requirements related to special education programming. Discussions also focused on identifying areas of need and strategies to improve access, participation, and outcomes for students with disabilities
Other School Personnel	Board Study Session - April 18, 2026 The Board of Trustees was engaged in the development of the LCAP through board study sessions, presentations, and discussions regarding student outcomes, district priorities, and proposed goals, actions, expenditures, and budget considerations. During these study sessions, district staff presented information related to academic achievement, student engagement, school climate, equity initiatives, and services supporting unduplicated student groups. The Board also reviewed and discussed budget updates, funding sources, and expenditures connected to LCAP actions and services. Board members were provided opportunities to ask questions, review data, and provide feedback on district priorities, resource allocation, and areas of focus. Objective: Reviewed proposed goals, actions and services and consulted for feedback on the LCAP LCAP Writer's Workshop

Educational Partner(s)	Process for Engagement
	-1/27/26 -2/23/26 Objective: Review requirements of the LCAP
Public Hearing	June 2, 2026 Public review of the LCAP
Board Adoption	June 9, 2026 Approval of the LCAP

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

Actions Incorporated into the LCAP Based on Feedback:

Students
Feedback through the Student Advisory Committee, Surveys, and District Advisory Committee meetings
Goal 4.1 b - Teach a lesson on Goal Setting.

Parents/Guardians
Feedback through discussion during Parent Advisory Committee meetings (DELAC, ELAC and SEPAC), District Advisory Committee Feedback, and Survey
Goal 4.1 i - Connect students with local businesses for potential internship and work based learning.
Goal 7.8 h - Structured peer buddy system that pairs students, particularly those who are new or in need of additional support, with trained peer mentors to promote belonging, engagement, and successful school navigation.

Teachers/Staff/AFT 1481
Feedback through meetings, surveys, focus groups and District Advisory Committee
7.8 i - Explore and expand student activities and interaction opportunities that intentionally include a variety of formats and settings to engage students with different personalities and needs, with the goal of increasing participation, connection, and sense of belonging across all student groups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Note: Metrics with "0" baseline indicates that the baseline will be collected in 2026-27.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Equity Survey Percentage of students who respond with 'usually (3)' or 'most of the time (4)' when asked if they feel seen, heard, or valued at school Data Source: Local Survey	2023-24 All student = 78% African American = 61% Asian = 81% Filipino = 79% Hispanic = 75% White = 79% 2 or More = 81% English Learner = 77% Students with Disabilities = 78%	2024-25 Percentage of students who respond with 'usually (3)' or 'most of the time (4)' when asked if they feel seen, heard, or valued at school All student = 77%	2025-26 Percentage of students who respond with 'usually (3)' or 'most of the time (4)' when asked if they feel seen, heard, or valued at school	2026-27 All student = >85% African American = >85% Asian= >85% Filipino = >85% Hispanic = >85% White = >85% 2 or More = >85% English Learner = >85%	All student = 4% decrease African American = N/A Asian = 2% increase Filipino = 9% increase Hispanic =5% increase Pacific Islander = N/A White = no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American = 74% Asian = 86% Filipino = 82% Hispanic = 75% Pacific Islander = 84% White = 74% 2 or More = 69% English Learner = 82% Students with Disabilities = 73%	All student = 40/49 = 82% African American = N/A Asian = 83% Filipino = 88% Hispanic = 80% Pacific Islander = N/A White = 79% 2 or More = 83% English Learner = 83% Students with Disabilities = 100%	Students with Disabilities = >85%	2 or More = 2% increase English Learner = 5% increase Students with Disabilities = 22% increase
1.2	Staff Equity Survey Percent of staff participation in the Staff Equity Survey Data Source: Local Survey	2023-24 0	2024-25 (baseline year) 35% of staff participated in the Staff Equity Survey	2025-26 9% of staff participated in the Staff Equity Survey	2026-27 >80% staff participation	Decreased in participation by 24%
1.3	Ethnic Studies Feedback Percent of staff familiar with the ethnic studies program at JUHSD Data Source: Local Survey	2023-24 0	2024-25 60% of staff is familiar with JUHSD's Ethnic Studies Program	2025-26 64% of staff is familiar with JUHSD's Ethnic Studies Program	2026-27 >80% staff is familiar with JUHSD's ethnic studies program	Increased by 4%
1.4	Teacher Ethnic Representation Ratio Measures the proportion of teachers from a specific ethnic group	2023-24 Teacher Ethnic Representation Ratio: African American = 0.67 Asian =0.53	2024-25 Teacher Ethnic Representation Ratio:	2025-26 Teacher Ethnic Representation Ratio:	2026-27 Increase Hispanic teacher representation	Teacher Ethnic Representation Ratio: African American = increased by 0.33.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	compared to the proportion of students from the same ethnic group within a school or district > 1 indicates overrepresentation of teachers from a particular ethnic group relative to students of the same group <1 indicates underrepresentation of teachers from a specific ethnic group relative to students of the same group =1 indicates parity in representation between teachers and students of the same ethnic group Data Source: CALPADS Report 1.4 and 4.4	Filipino = 0.68 Hispanic =0.32 White = 3.68 2 or More = 0.42	African American = 1 Asian =0.47 Filipino = 0.58 Hispanic = 0.39 White = 3.68 2 or More = 0.43	African American = 1 Asian =0.47 Filipino = 0.63 Hispanic = 0.33 White = 3.80 2 or More = 0.71	ratio to at least 0.50	This brings parity in representation between teachers and students Asian = decreased by 0.06. Filipino = decreased by 0.05 Hispanic = increased by 0.01 White = increased by 0.12 2 or More = increased by 0.29
1.5	Risk Ratio of African American Students Identified with Specific Learning Disabilities Measures the disparity in the identification rates of specific learning disabilities (SLD) among	2023-24 4.72 of African American students are more likely to be identified with Specific Learning Disability compared to other race/ethnicity	2024-25 Risk ratio = 2.92 African American students are 2.92 times more likely to be identified with a Specific Learning Disability	2025-26 Risk ratio = 2.51 African American students are 2.51 times more likely to be identified with a Specific Learning Disability	2026-27 The disproportionality rate for African Americans identified with Specific Learning	The risk ratio for African American students identified with Specific Learning Disabilities decreased by 2.21, bringing the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	African American students compared to students of other racial or ethnic backgrounds Data Source: Annual Determination Letter		compared to students of other racial/ethnic groups	compared to students of other racial/ethnic groups	Disabilities will be less than 3.0	current ratio down to 2.51 This meets the target outcome set for the 2026–27 school year.
1.6	School Liaison Meeting with identified trans, non-binary students Percent of identified trans/non-binary students who meet with the school liaison Data Source: Student Information System	2023-24 0	2024-25 67% of students who identify as transgender or non-binary met with their school liaison	2025-26 100% of students who identify as transgender or non-binary met with their school liaison	2026-27 >75% of students who identify as trans/non-binary will meet with the LGBTQ+ school liaison	33% increase from the baseline
1.7	Equity Focused Professional Development Percent of staff participating in equity focused professional development Learning Recovery Emergency Block Grant Metric Data Source: Local data collection	2023-24 0	2023-24 0	2025-26 15% of staff participated in equity focused professional development	2026-27 >50% of staff participated in equity focused professional development	Baseline set 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 focuses on building a culture of diversity, equity, inclusion, and belonging through staff development, student voice, curriculum alignment, and systemic equity strategies. Overall, implementation is progressing across multiple initiatives, with most actions either fully or partially underway. Equity-focused staffing and partnerships have supported professional learning and curricular redesign, while several community-building strategies are still in the planning or early implementation phase.

Successful Implementation:

- Partnership with National Equity Project (1.1): Through the District Redesign Network, the district is actively developing “safe-to-fail” strategies informed by empathy interviews. Site Equity Teams continue to receive coaching support aligned to site-specific equity challenges.
- TOSA for Equity and Ethnic Studies (1.3): The TOSA has supported site-based equity planning, facilitated student and staff listening sessions, and led revisions to the Ethnic Studies scope and sequence. Field trips and site-based professional learning have deepened understanding of the purpose and impact of Ethnic Studies.
- Student Equity Teams (1.5): Student equity groups have been formalized as Student Equity Teams (SETs) at each school site. SETs have analyzed listening session and student experience survey data and are working to co-design, with staff, scalable “safe-to-fail” action prototypes to be implemented by the end of the school year.
- Racial Healing and Personal Growth Series (1.2): A three-day professional learning series was offered to a diverse cohort of approximately 20 staff across the district. Participants reported a positive experience and expressed a desire for broader staff participation.
- Significant Disproportionality Plan (1.11): A root cause analysis identified barriers related to access and inclusive environments for African American students. A targeted group of students is receiving mentoring support, and their teachers are participating in professional learning to strengthen instructional climate and practices. Students are also receive mentoring support from a trusted adult.

Implementation Challenges:

- Ethnic Studies Implementation (1.9): All 9th grade students are enrolled in Ethnic Studies, and AP African American Studies is offered at Jefferson High School. Observation tools and measures to assess staff implementation are still being developed.
- Affinity Spaces (1.8): As part of the Racial Healing series, affinity spaces were provided to allow participants who share a racial identity to engage in meaningful reflection and dialogue in a supportive environment. The affinity spaces are initially

Modified Implementation:

- Equity Lens Tool (1.6): The Equity Lens Tool has been revised and simplified to better support its intended use. Targeted versions have been developed for key processes, including FTE staffing requests and the review of Board Policies and Administrative Regulations, making the tool more accessible and practical for decision-making.

Non-implemented Actions:

- Workforce Equity Plan (1.7): Human Resources is developing recruitment materials that better reflect student diversity and highlight the district's inclusive culture to support the recruitment and retention of a diverse workforce.
- LGBTQ+ Supports and Training (1.10): Initial planning is underway. Proposed actions include fireside chats, inclusive practices, and ongoing staff training

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

1.1 Partnership with National Equity Project -The expenditure was more than budgeted as we included a training for department heads, teachers on special assignment, and administrators in Designing and Facilitating Meetings for Equity.

1.2 Anti bias/Anti racism Professional Development for all staff - There was not expenditure for this action because the district offered the training to a small group of interested staff and it was facilitated by District staff.

1.3 Teacher on Special Assignment (TOSA) for Equity, Inclusion, and Belonging and Ethnic Studies - There is no significant material difference between the budgeted and estimated actual expenditures.

1.4 Maintain and sustain Equity Teams - The expenditure was lower than budgeted because there were fewer after-school meetings than planned.

1.5 Students Organized Against Racism - No expenditures were made for materials during the reporting period.

1.6 Equity Lens Tool - There were no additional costs, as the action is embedded within the existing responsibilities of current staff.

1.7 Workforce Equity Plan - There were no additional costs, as the action is embedded within the existing responsibilities of current staff.

1.8 Affinity Groups - Training costs were lower than expected because only one staff member participated, resulting in minimal expense.

1.9 Ethnic Studies implementation across all school sites - The expenditure was more than budgeted as there was an error in entering the budgeted amount. The budget was supposed to be $46,000, but only $6,000 was entered in the system.

1.10 LGBTQ+ training, resources, and supports for students, staff, and families - No expenditures were made for materials during the reporting period.

1.11 Significant Disproportionality plan implementation - The expenditure matches the budgeted amount.

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

Based on analysis of implementation outcomes and qualitative indicators, actions under Goal 1 have demonstrated varying levels of effectiveness in building staff capacity, strengthening systems, and promoting student belonging.

Strong Effectiveness:
-Action 1.3 TOSA for Equity and Ethnic Studies and Action 1.9 Ethnic Studies Implementation demonstrated strong effectiveness. Planned supports were implemented to guide site equity efforts, expand Ethnic Studies, and strengthen alignment across sites. Full enrollment in Ethnic Studies at comprehensive high schools reflects strong engagement and systemwide implementation.

Moderate Effectiveness:
-Action 1.1 Partnership with the National Equity Project and Actions 1.10 LGBTQ+ Supports and 1.11 Significant Disproportionality Plan demonstrated moderate effectiveness. Site-based staff and student equity teams engaged in inquiry cycles and developed strategies aligned to site needs, while inclusive practices and required plans were implemented as intended. These actions continue to support more inclusive school environments.

Emerging to Partial Effectiveness:
-Actions 1.4 Equity Teams and 1.5 Student Equity Groups and Actions 1.6 Equity Lens Tool and 1.7 Workforce Equity Plan demonstrated emerging to partial effectiveness. While these structures are in place and embedded within existing systems, reduced meeting frequency and inconsistent application have limited their overall impact. Continued refinement and clearer expectations are needed to strengthen implementation.

Limited Effectiveness:
-Action 1.2 Anti-Bias and Anti-Racism Professional Development and Action 1.8 Affinity Groups demonstrated limited effectiveness. Implementation is still in early stages, and participation has been limited due to an opt-in approach and lower engagement than anticipated.

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

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

Changes in Actions/Strategies:

Partnership with National Equity Project (Action 1)
The District concluded its three-year participation in the District Redesign Network. Moving forward, the organization’s involvement will be more limited than in previous years, but will remain an important support as we continue building staff capacity. Ongoing support is needed to help more staff sustain inquiry cycles, particularly when navigating complex situations and strengthening a liberatory mindset in our work. The organization will continue to support the District’s Equity Design Team and Student and Staff Equity Teams. In addition, leaders will have the opportunity to participate in Designing and Facilitating Meetings for Equity to further strengthen internal capacity

Student Equity Teams (Action 5)

This action has been refined to more clearly define the role of Student Equity Teams at each site. SETs will focus on analyzing student voice data, partnering with staff, and co-designing and testing scalable “safe-to-fail” actions. This shift strengthens the emphasis on continuous improvement cycles and elevates student voice in advancing more equitable practices in relationships, instruction, and collaboration.

Changes in Metrics. - No changes in metrics

*An asterisk indicates new or revised actions/strategy for the 2026–2027 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Partnership with National Equity Project	a. Collaborate with National Equity Project to access resources, expertise, and support in advancing equity-focused practices and policies. 1. District Redesign Network: NEP Team participation in three nationwide convenings with other districts across the United States. 2. Coaching for E-Teams: Ongoing coaching provided to Equity Teams at all school sites. 3. Professional Development: Ten monthly, 2.5-hour facilitated sessions with the NEP district team to focus on designing and implementing strategies to address the District’s identified equity challenge b. Develop safe to fail strategies to address the equity challenge of African American male students experiencing disengagement in classes, particularly when strong teacher-student relationships or culturally responsive teaching practices are lacking. c. Provide professional learning on Designing and Facilitating Meetings for Equity so that staff can lead inclusive, structured conversations that elevate all voices, address power dynamics, and support equitable decision-making across schools and departments* (new in 26-27).	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Anti bias/Anti racism Professional Development for all staff	a. Professional development b. Develop a plan to meet the Board Policy on Equity that mandates equity training annually. The training shall have learning objectives centered upon topics such as diversity, inclusion, implicit bias, and how advancing equity is an intentional and active process requiring action to interrupt systems and practices that have historically produced inequitable student outcomes across student groups.	$15,000.00	No
1.3	Teacher on Special Assignment (TOSA) for Equity, Inclusion, and Belonging and Ethnic Studies	a. Staff will take the lead in providing professional development sessions and supporting individual schools Equity Teams. Additionally, they will oversee the implementation of ethnic studies curriculum throughout the entire district. LEARNING RECOVERY EMERGENCY BLOCK GRANT Action1.3: Teacher on Special Assignment Explanation: JUHSD's needs assessment revealed persistent academic gaps in ELA, math, and graduation outcomes among English Learners, socioeconomically disadvantaged students, students of color, and students with disabilities. To address these disparities, the district will fund a Teacher on Special Assignment (TOSA) to lead professional development in culturally responsive teaching, implicit bias, and Ethnic Studies implementation. This action aligns with allowable LREBG uses by: • Accelerating learning through equity-focused instructional supports, • Providing professional development to address barriers to student learning, • Supporting inclusive practices shown to improve engagement and achievement for underserved students (Dee & Penner, 2016; Devine et al., 2012). Metric 1.7: Equity Focused Professional Development: Percent of staff	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		participating in equity focused professional development Estimated Cost: $150,000		
1.4	Maintain and sustain Equity Teams	a. Develop and implement each site's Equity Transformation Plan b. Conduct Equity Walkthroughs twice a year and Equity Audit every three years to assess the inclusivity of classroom instruction, school policies, and practices and develop action items to address equity issues	$0.00	No
1.5	Students Organized Against Racism	a. Form a student group at each school site and empower students to raise awareness about the existence and impact of racism within their school or community. This can include educating their peers about the various forms racism can take and its effects on individuals and communities. The students will also work with their site administrators to help with diversity and inclusion initiatives. b. Support Student Equity Teams (SETs) at each school site to analyze student voice data, partner with staff, and co-design and test scalable “safe-to-fail” actions that advance equitable practices in relationships, instruction, and collaboration through ongoing cycles of reflection and continuous improvement* (new in 26-27)	$500.00	No
1.6	Equity Lens Tool	a. Continue to utilize the Equity Lens Tool to evaluate policies, practices, and decision-making processes through an equity-centered perspective	$0.00	No
1.7	Workforce Equity Plan	a. Develop a Workforce Equity Plan to to recruit, retain, and support a diverse staff reflective of the student population	$0.00	No
1.8	Affinity Groups	a. Establish an Affinity Groups to provide a safe space for individuals who share a common identity or background to connect together and raise	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		awareness about issues relevant to their identity or community. This helps educate both group members and the broader community, fostering understanding and empathy		
1.9	Ethnic Studies implementation across all school sites	a. Support Ethnic Studies teachers with scope and sequence development and implementation b. Support administrators in understanding Ethnic Studies lessons and develop a site plan to support the implementation of the course c. Explore course offering for upper level Ethnic Studies d. Allocate dedicated time for collaborative efforts to ensure curriculum consistency across each school site, as well as time to engage with elementary district partners for aligning curriculum vertically e. Develop classroom observation tools to measure Ethnic Studies effectiveness that is rooted in the Ethnic Studies principles and the district's Ethnic Studies vision f. Assess understanding and familiarity of staff with the Ethnic Studies program	$12,500.00	No
1.10	LGBTQ+ training, resources, and supports for students, staff, and families	a. Refine practices and protocols for supporting LGBTQ+ students Example: • Discuss rights related to education, access to healthcare, etc., • Site leadership holds at least 1 'fireside chat' with identified students to hear about their experiences • Ensure consistent facilitation of Gender Sexuality Alliance b. Provide ongoing training for staff, students and parents on LGBTQ+ issues and how to create a more inclusive environment	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Significant Disproportionality plan implementation	a. Engage in the process to address the significant disproportionality of African American students identified with Specific Learning Disabilities b. Strengthen Tier 1 instruction in classrooms serving target student groups by implementing Universal Design for Learning (UDL) strategies to support access and engagement for all learners.* c. Hire dedicated staff to mentor target student groups, fostering strong relationships to ensure students feel valued, connected, and able to thrive.	$140,291.36	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In 2024–25, suspension rates increased by 1.3% for all student group, with almost all student groups experiencing increases, except Pacific Islander students. Chronic absenteeism also remains a concern, with 21.6% of all students identified as chronically absent, and rates across student groups ranging from 9.4% to 48.1%. In addition, data from the California Healthy Kids Survey shows a continued upward trend over the past three years in the percentage of 9th-grade students reporting chronic sadness.

Through multiple listening sessions, a consistent theme has emerged: students want to feel seen, valued, and connected to their school community. In response to these data points and student voice, the District has developed this goal to strengthen a positive, supportive, and inclusive school environment that promotes student well-being and engagement.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate Percent of students who receive in and out of school suspension	2022-23 Percent of student suspended: All Students = 3.8%	2023-24 Percent of student suspended: All Students = 3.1%	2024-25 Percent of student suspended: All Students = 4.4%	2025-26 Percent of student suspended: All Students = <3% African American =	All Students = increased by 0.6% African American = increased by 12% Asian = increased by 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dataquest	African American = 6.9% Asian = 0.8% Filipino = 1.2% Hispanic = 6.4% Pacific Islander = 16.10% White = 3.7% English Learner = 6.7% Students with Disabilities = 6.7%	African American = 10.2% Asian = 0.7% Filipino = 1.6% Hispanic = 4.2% Pacific Islander = 21.4% White = 4.0% English Learner = 4.6% Students with Disabilities = 6.4%	African American = 18.9% Asian = 1.4% Filipino = 2.6% Hispanic = 5.9% Pacific Islander = 3.6% White = 5.4% English Learner = 8.6% Students with Disabilities = 6.9%	<5% Asian = <1% Filipino = <1% Hispanic = <5% Pacific Islander = <5% White <3% English Learner <5% Students with Disabilities <5%	Filipino = increased by 1.4% Hispanic = decreased by 0.5% Pacific Islander = idecreased by 12.5% White = increased by 1.7% English Learner = increased by 1.9% Students with Disabilities = increased by 0.2% Students with Disabilities = 6.4%
2.2	Expulsion Rate Percent of students who are expelled out of JUHSD Data Source: Dataquest	2022-23 All Students = 0%	2023-24 All Students = 0% of students were expelled	2024-25 All Students = 0% were expelled	2025-26 All Students = 0%	Percent of students who are expelled out of JUHSD remains at 0%
2.3	Discipline Referral Rate Percent of students referred by staff for suspension Data Source: Student Information System	2023-24 0	2024-25 Baseline year for percent of students referred by staff for suspension All = 65/3715 = 1.7% African American = 3/48 = 6% Asian = 1/563 = 0.17%	2025-26 Percent of students referred by staff for suspension All = 90/3647 = 2.5% African American = 2/52 = 3.8% Asian = 4/550 = 0.7%	2026-27 Gap for referrals between Pacific Islander, Hispanic, African American, English Learner, Students with Disabilities and referral for "all students" is reduced by at least 3%	All = increased by 0.8% African American = Decreased by 2.2% Asian = increased by 0.53% Filipino=decreased by 0.7% Hispanic = decreased by 0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Filipino = 6/892 = 0.67% Hispanic = 33/1327 = 2.5% Pacific Islander = 0/26 = 0% 2 or More = 6/275= 2% White = 16/576 = 3% EL = 7/573 = 1% SWD = 0/586 = 0%	Filipino = 5/890 = 0.6% Hispanic = 30/1311 = 2.3% Pacific Islander = 0/260= 0% 2 or More = 15/234= 5.9% White = 34/561=6.1% EL = 2/516 = 0.4% SWD = 19/490 = 3.9%		Pacific Islander = remained the same 2 or more = increased by 3.9% White = increased by 3.1% EL = decreased 0.6% SWD = increased by 3.9%
2.4	Student Attendance Rate Average percent of students who are present during the day Data Source: Datazone	2022-23 94% of students are present during a given day	2023-24 92% of students are present during a given day	2024-25 94.1% of students are present during a given day	2025-26 97% of students are present during a given day	0.1% increase in attendance rate
2.5	Chronic Absenteeism Rate Percent of students absent for 10% or more of the school year Data Source: Dataquest	2022-23 All Students = 21.2% were chronically absent	2023-24 All students = 19% were chronically absent	2024-25 All students = 21.6% were chronically absent	2025-26 15% or less are chronically absent	0.4% increase chronic absenteeism
2.6	CA Healthy Kids Survey Question "School Perceived as Safe or Very Safe"	2022-23 9th Grade All Students = 63% of students feel safe or very safe	2023-24 9th Grade All Students = 62% of students feel safe or very safe	2024-25 9th Grade All Students = 58% of students feel safe or very safe	2025-26 9th Grade All Students = >70% of students	5% decrease in percent of students feeling safe or very safe.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CHKS Student Survey	African American = 20% of students feel safe or very safe	African American = No data (low participation rate)	African American = 81% (all grade level)	feel safe or very safe African American = >70% of students feel safe or very safe	61% increase for African American students
2.7	Percent of Students Served by the Wellness Team Data Source: Student Information System	2023-24 41% of students checked in with one or more of the wellness staff	2024-25 65% of students checked in with one or more of the wellness staff	2025-26 44% of students checked in with one or more of the wellness staff	2026-27 >55% of students checked in with one or more of the wellness staff	3% increase in students checking in with wellness staff
2.8	Risk ratio of students receiving detention Data Source: Student Information System	2023-24 0	2024-25 Risk ratio of students receiving detention (baseline) African American =3.8 Asian = 0.1 Filipino = 0.3 Hispanic = 2.2 Pacific Islander = 1.7 White = 1 2 or More = 1.9	2025-26 Risk ratio of students receiving detention African American =0.8 Asian = 0.3 Filipino = 0.2 Hispanic = 0.9 Pacific Islander = 0 White = 3.4 2 or More = 2.7	2026-27 Risk ratio of students receiving detention by ethnicity African American =<1 Asian =<1 Filipino =<1 Hispanic =<1 Pacific Islander =<1 White =<1 2 or More =<1	African American = decreased by 3 Asian = increased by 0.2 Filipino = decreased by 0.1 Hispanic = decreased by 1.3 Pacific Islander = decreased by 1.7 White = increased by 2.4 2 or More = increased by 0.8
2.9	Risk ratio of students receiving in-school suspensions by ethnicity The percentage repesents how much more or less likely a specific ethnic group of	2023-24 Risk ratio of students receiving in-school suspensions by ethnicity African American =0	2024-25 Risk ratio of students receiving in-school suspensions by ethnicity	2025-26 Risk ratio of students receiving in-school suspensions by ethnicity	2026-27 Risk ratio of students receiving in-school suspensions by ethnicity African American	African American = no change Asian = no change Filipino = increased by 0.5 Hispanic = increased by 0.17

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students is to receive in-school suspensions compared to students outside of that ethnic group A risk ratio greater than 1 indicates that the group is more likely to receive in-school suspensions, while a risk ratio less than 1 indicates that the group is less likely to receive in-school suspensions. Data Source: Dataquest	Asian = 0 Filipino = 0 Hispanic = 2.5 Pacific Islander = 4.3 White = 0.1 2 or More = 0.1	African American = 0 Asian = 0 Filipino = 0 Hispanic = 0.9 Pacific Islander = 0 White = 10.9 2 or More = 0	African American = 0 Asian = 0 Filipino = 0.5 Hispanic = 2.67 Pacific Islander = 0 White = 2.0 2 or More = 0	=<2 Asian =<2 Filipino =<2 Hispanic =<2 Pacific Islander =<2 White =<2 2 or More =<2	Pacific Islander = decreased by 4.3 White = increased 1.9 2 or More = decreased by 0.1
2.10	Risk ratio of students receiving out of school suspensions by ethnicity The percentage repesents how much more or less likely a specific ethnic group of students is to receive out of school suspensions compared to students outside of that ethnic group A risk ratio greater than 1 indicates that the group is more likely to receive in-school suspensions, while a risk ratio less than 1	2023-24 Risk ratio of students receiving out of school suspensions by ethnicity African American = 1.8 Asian = 0.1 Filipino = 0.2 Hispanic = 2.2 Pacific Islander = 4.3 White = 0.9 2 or More = 1.5	2024-25 Risk ratio of out of school suspensions by ethnicity African American = 4.6 Asian = 0.3 Filipino = 0.6 Hispanic = 1.4 Pacific Islander = 0 White = 1.4 2 or More = 1	2025-26 Risk ratio of out of school suspensions by ethnicity African American = 1.4 Asian = 0.2 Filipino = 0.5 Hispanic = 2.4 Pacific Islander = 0 White = 1.1 2 or More = 0.6	2026-27 Risk ratio of students receiving out of school suspensions by ethnicity African American =<2 Asian =<2 Filipino =<2 Hispanic =<2 Pacific Islander =<2 White =<2 2 or More =<2	African American = decreased by .4 Asian = increased by 0.1 Filipino = increased by 0.3 Hispanic = increased by 0.2 Pacific Islander = decreased by 4.3 White = increased by 0.2 2 or More = decreased by 0.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	indicates that the group is less likely to receive in-school suspensions. Data Source: Dataquest					
2.11	Students involved in extracurricular activities Percent of students invoved in clubs, athletics, drama, band, etc Data Source: Data Source: Student Information System	2023-24 0	2024-25 0	2025-26 0	2026-27 >75% of students are participating in at least one extracurriculuar activities	No difference, baseline set in 2025-26
2.12	Attendance rate of students (unhoused, foster, and Title 3 immigrant students) seen by wellness 2/social worker staff Learning Recovery Emergency Block Grant Metric Data Source: Student Information System	2023-24 0	2024-25 89.1% attendance rate of students identified as unhoused, foster, and Title 3 immigrants	2025-26 91.7% attendance rate of students identified as unhouse, foster, and Title 3 immigrants	2026-27 >92% attendance rate of students identified as unhoused, foster, and Title 3 immigrants	Increased by 2.6

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 actions were largely implemented as planned, with a strong focus on strengthening tiered wellness systems, expanding access to mental health supports, and improving student attendance and engagement. Key staffing investments were fully realized, while several initiatives such as restorative practices, community partnerships, and wellness monitoring systems remain in progress due to capacity and implementation variability across sites.

Successful Implementation:
-Tiered Mental Health Staffing (2.1): All planned wellness and mental health positions were filled, including counselors, interns, and educationally related mental health professionals. This has significantly expanded access to tiered supports across the district.

- Vice Principals for Wellness & Discipline (2.3): Positions were fully staffed to support attendance, social-emotional learning, and discipline. The Solution Matrix was introduced to guide restorative responses, though implementation has varied by site.
- Attendance Support (2.4): Site teams used data-informed strategies to improve attendance, contributing to an increase in the district's attendance rate from 92% to 94.1%.
- Staff Wellness Professional Development (2.8): District staff developed and facilitated a three-day series titled Racial Healing and Personal Growth. Approximately 20 staff members participated, representing a cross-section of the district. Feedback was highly positive, with participants expressing interest in expanding access to more staff.

Implementation Challenges:

- Wayfinder SEL Curriculum (2.2): Although available at all sites, implementation has been inconsistent due to differences in advisory structures and competing priorities.
- Wellness Screener and Student Input (2.6): While wellness spaces and feedback structures are in place, the universal screener is still being finalized to ensure appropriate protocols for follow-up and student support.
- Community Partnerships (2.9): Initial partnerships and service delivery have begun, including supports for newcomer students through Daly City Youth Health Center. However, referral processes need further refinement to ensure timely and equitable access.
- Restorative Practices (2.5): Initial training was provided to vice principals, along with additional support from the Mental Health Counselor TOSA. Continued professional learning is needed to ensure consistent implementation across sites.

Non-implemented Actions:
Student Success Teams / MTSS (2.7): This action remains in the planning phase under the leadership of the Mental Health Counselor on Special Assignment. Full implementation is anticipated in the coming year.

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

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

2.2 Social Emotional Learning Curriculum
No funds were expended, as staff were unable to dedicate time to this work due to limited capacity and competing priorities.

2.3 Staffing to Oversee Attendance, Discipline, Mental Health, and Social Emotional Learning
The minimal difference between budgeted and actual expenditures is due to the use of estimated staffing costs during the budgeting process.

2.4 Student Attendance
The minimal difference between budgeted and actual expenditures is due to the use of estimated staffing costs during the budgeting process.

2.5 Restorative Practices
Costs were embedded within existing services, and no additional expenditures were required.

2.6 Student Wellness Supports and Services
Costs were embedded within existing services, and no additional expenditures were required.

2.7 Student Success Team and Multi-Tiered Systems of Supports
Costs were embedded within existing services, and no additional expenditures were required.

2.8 Develop Practices that Promote and Support Staff Well-Being
Costs were embedded within existing services, and no additional expenditures were required.

2.9 Community Partnerships
Costs were embedded within existing services, and no additional expenditures were required.

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

Based on analysis of available data and implementation outcomes, actions under this goal have demonstrated limited overall effectiveness in achieving the intended outcomes, with some areas of progress alongside concerning trends. Inconsistent implementation and capacity constraints across the district continue to impact results.

Moderate Effectiveness:
-Action 2.1 Tiered and Integrated Wellness and Mental Health Staffing demonstrated moderate effectiveness. Access to supports increased, with 65% of students served by the wellness team in 2024–25 compared to 41% in 2023–24. These services have been critical in helping students cope with stress related to the political climate, immigration concerns, anxiety, and depression. Additionally, targeted student groups supported by wellness staff showed improved attendance, increasing from 89.1% in 2024–25 to 91.7% in 2025–26.

Emerging Effectiveness:

-Action 2.4 Student Attendance showed emerging effectiveness. Overall attendance improved from 92% in 2023–24 to 94.1% in 2024–25, returning to baseline levels of 94% in 2022–23. However, chronic absenteeism increased from 19% in 2023–24 to 21.6% in 2024–25, exceeding the baseline of 21.2%, indicating that gains in attendance have not yet translated into reductions in chronic absenteeism.

Partial Effectiveness:
-Actions 2.3 Staffing to Oversee Attendance, Discipline, Mental Health, and Social Emotional Learning and 2.5 Restorative Practices demonstrated partial effectiveness. While staffing structures are in place, discipline outcomes remain inconsistent. Suspension rates increased from a baseline of 3.8% in 2022–23 to 4.4% in 2024–25. Discipline referral rates also increased from 1.7% in 2024–25 to 2.5% in 2025–26. Disproportionate outcomes persist, particularly for Students with Disabilities, whose referral rates increased from 0% to 3.9%, and for White students, whose referral rates increased from 3% to 6.1%.

Limited Effectiveness:
-Actions 2.2 Social Emotional Learning Curriculum, 2.6 Student Wellness Supports and Services, and 2.7 Student Success Team and Multi-Tiered Systems of Supports demonstrated limited effectiveness. Key components, including the universal wellness screener and MTSS structures, remain under development or in early stages of implementation. Student perception data also declined, with the percentage of 9th-grade students reporting school as safe decreasing from 63% in 2022–23 to 58% in 2024–25.

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 in Actions:
The District added Educationally Related Mental Health Services (ERMHS) therapists to replace services previously provided by outside organizations. In addition, there was a reduction in the number of wellness interns due to limited staff capacity to supervise and support interns effectively.

The Counselor on Special Assignment FTE was increased to help with the Medi-cal billing started for 26-27.

Rationale:
These changes were made to improve the consistency, coordination, and quality of mental health services. By bringing services in-house, the District is better able to align supports with student needs, ensure continuity of care, and strengthen collaboration between therapists, school staff, and families. At the same time, adjusting the number of interns reflects a more sustainable approach that aligns with current staffing capacity.

Changes in Metrics:
Removed "Students involved in extracurricular activities." Data collection has been challenging to implement and collect.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tiered and Integrated Wellness and Mental Health Staffing	a. Mental Health Program Specialist (1) b. Mental Health Counselor on Special Assignment (0.8 FTE to 1.0 FTE) c. Educationally Related Mental Health Professionals (3.0 FTE to 5.0 FTE) d. Wellness Counselor/Social Worker (7.0 FTE) e. Wellness Interns (12 interns to 8 interns) f. School Psychology Interns (2) g. HIre a clinical supervisor to provide supervision to mental health counselors and provide direct and indirect mental health services to students with IEP (1.0 FTE) h. Social Worker/Wellness Counselor 2 (4.0 FTE)	$2,830,544.00	Yes
2.2	Social Emotional Learning Curriculum	a. Utilize the Wayfinder Curriculum to promote emotional intelligence, sense of belonging, resilience, and positive peer interactions (3 years) b. Establish a professional learning community at each school site to support the implementation of the curriculum	$2,500.00	No
2.3	Staffing to oversee attendance, discipline, mental health, and social emotional learning	a. Hire vice principals to oversee attendance, discipline, mental health, and social emotional learning b. Utilize the Solution Matrix to address diverse student needs, providing a systematic framework for identifying and implementing appropriate interventions	$393,000.00	Yes
2.4	Student Attendance	a. Develop attendance awareness campaigns b. Monitor attendance data regularly through Attention 2 Attendance and conduct parent/guardian and student conference c. Develop individualized attendance support plans for students with chronic absenteeism d. Conduct surveys or interviews to identify the root causes of absences, such as transportation challenges, health issues, family responsibilities, or disengagement from school. Use this information to implement targeted interventions and remove barriers to attendance	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		e. Regularly analyze attendance data to track patterns and trends over time		
2.5	Restorative Practices	a. Provide restorative practices training and integrate into school culture to foster conflict resolution, empathy, and accountability among students and staff	$0.00	No
2.6	Student Wellness Supports and Services	a. Implement a wellness universal screener to assess students' holistic wellness needs and inform personalized interventions and support services b. Establish a systematic and ongoing method for collecting student input on wellness-related issues, ensuring that student voices inform the development and implementation of support initiatives c. Create dedicated wellness spaces within the school environment, providing a safe and welcoming environment for students to access support services and engage in self-care activities d. Strengthen communication and outreach efforts to promote awareness and use of the anonymous reporting platform, StopIt, ensuring students, staff, and families understand how to access and utilize the tool effectively	$0.00	No
2.7	Student Success Team and Multi Tiered Systems of Supports	a. Establish a multidisciplinary Student Success Team and Multi Tiered Systems of Supports to collaboratively address academic, behavioral, and emotional concerns, ensuring a holistic approach to student support	$0.00	No
2.8	Develop practices that promote and support staff well-being	a. Provide training and professional development opportunities focused on stress management, resilience-building, self-care strategies, and emotional regulation	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Community partnerships	a. Collaborate with YouthPoint Health and other community organizations, social services agencies, and healthcare providers to provide additional support for students and families facing attendance barriers b. Host informational events for parents and guardians to increase awareness of available support services, promote parent involvement in student wellness initiatives, and provide resources for supporting their children's well-being at home	$2,500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Schoolwide, Terra Nova received the lowest score in ELA.

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

Jefferson HS
English Learner: ELA and Math
Hispanic: ELA

Oceana HS
Hispanic: Math

Terra Nova HS:
All Students: ELA
Hispanic: ELA

Westmoor

English Learner: ELA and Math
Hispanic: Math

Note: Metrics with "0" baseline indicates that the baseline will be collected and set in the 2026-2027 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Renaissance - STAR Reading Student Growth Percentile of All Students % of students who scored at or above typical growth Data Source: Renaissance Analytics	2023-24 66.5% of students scored at or above typical growth in Renaissance Star Reading	2024-25 75% of students scored at or above typical growth in Renaissance Star Reading from Fall to Spring	2025-26 66% of students scored at or above typical growth in Renaissance Star Reading from Fall to Winter	2026-27 >70% of students scored at or above typical growth in Renaissance Star Reading	Decreased by 0.5%
3.2	Renaissance - STAR Math Student Growth Percentile of All Students % of students who scored at or above typical growth Data Source: Renaissance Analytics	2023-24 69% of students scored at or above typical growth in Renaissance Star Math	2024-25 63.5% of students scored at or above typical growth in Renaissance Star Math from Fall to Spring	2025-26 68.4% of students scored at or above typical growth in Renaissance Star Math from Fall to Winter	2026-27 >70% of students scored at or above typical growth in Renaissance Star Math	Decreased by 0.6%
3.3	Smarter Balanced Scores for English Percent of students who score standard met or above	2022-23 Percent of students who scored standard met or above on Smarter Balanced - English	2023-24 Percent of students who scored standard met or above on	2024-2025 All Students = 57% African American = N/A Asian = 79%	2025-26 Percent of students who scored standard met or above on	All Students = increased by 1% African American = N/A Asian = increased by 15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: caaspp-elpcac.ets.org	All Students = 56% African American = 27% Asian = 78% Filipino = 68% Hispanic = 38% White = 52% 2 or More =67%	Smarter Balanced - English All Students = 55% African American = N/A Asian = 77% Filipino = 68% Hispanic = 38% White = 60% 2 or More =69%	Filipino = 71% Hispanic = 38% White = 56% 2 or More =59%	Smarter Balanced - English All Students = > 60% African American = > 50% Asian = > 80% Filipino = > 72% Hispanic = > 50% White = >60% 2 or More = 70%	Filipino = increased by 3% Hispanic = remained the same percentage White = increased by 4% 2 or More = decreased by 8%
3.4	Smarter Balanced Scores for Math Percent of students who score standard met or above Data Source: caaspp-elpcac.ets.org	2022-23 Percent of students who scored standard met or above on Smarter Balanced - Math All Students = 31% African American = 7% Asian = 59% Filipino = 36% Hispanic = 16% White = 28% 2 or More = 37%	2023-24 Percent of students who scored standard met or above on Smarter Balanced - Math All Students = 30% African American = N/A Asian = 59% Filipino = 23% Hispanic = 11% White = 42% 2 or More = 38%	2024-25 Percent of students who scored standard met or above on Smarter Balanced - Math All Students = 33% African American = N/A Asian = 63% Filipino = 37% Hispanic = 15% White = 35% 2 or More = 36%	2025-26 Percent of students who scored standard met or above on Smarter Balanced - Math All Students = >45% African American = >45% Asian = >65% Filipino = >45% Hispanic = >45% White =>45% 2 or More = >45%	All Students = increased by 2% African American = N/A Asian = increased by 4% Filipino = increased by 1% Hispanic = decreased by 1% White = increased by 7% 2 or More = decreased by 1%
3.5	Smarter Balanced Scores for science	2022-23 Percent of students who scored standard met or	2023-24 Percent of students who scored standard	2024-25 All Students = 35% African American = N/A	2025-26 Percent of students who scored standard	All students = increased by 1% African American = N/A Increased by 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who score standard met or above Data Source: caaspp-elpcac.ets.org	above on Smarter Balanced - Science All Students = 34% African American = 17% Asian = 50% Filipino = 37% Hispanic = 22% Pacific Islander = 0% White = 38% 2 or More = 43%	met or above on Smarter Balanced - Science All Students = 29% African American = 15% Asian = 50% Filipino = 37% Hispanic = 10% Pacific Islander = N/A White = 35% 2 or More = 32%	Asian = 62% Filipino = 34% Hispanic = 21% Pacific Islander = N/A White = 39% 2 or More = 42%	met or above on Smarter Balanced - Science All Students = >45% African American = >45% Asian = >65% Filipino = >45% Hispanic = >45% Pacific Islander =>30% White = >45% 2 or More = 50%	Asian = increased by 12% Filipino = decreased 3% Hispanic = decreased by 1% Pacific Islander = N/A White = Increased by 1% 2 or More = decreased by 1%
3.6	Student access to Advanced Placement Courses (Grades 10-12) % of Grades 10-12 Students Enrolled in at Least 1 AP Course Data Source: Student Information System	2023-24 Percent of students enrolled in at least 1 Advanced Placement Course All Students = 33% African American = 17% Asian = 51% Filipino = 34% Hispanic = 21% Pacific Islander = 0% White=38% 2 or More = 40% Students Learning English = 5% Students with IEP = 6%	2024-25 Percent of students enrolled in at least 1 Advanced Placement Course All Students = 33% African American = 11% Asian = 48% Filipino = 31% Hispanic = 20% Pacific Islander = 19% White=40% 2 or More = 70% Students Learning English = 8%	2025-26 Percent of students enrolled in at least 1 Advanced Placement Course All Students = 35% African American = 25% Asian = 50% Filipino = 35% Hispanic = 21% Pacific Islander = 25% White= 39% 2 or More = 67% Students Learning English = 4'%	2026-27 Percent of students enrolled in at least 1 Advanced Placement Course All Students = 40% African American = 30% Asian = 55% Filipino = 45% Hispanic = 35% Pacific Islander = 25% White= 45% 2 or More = 50%	All Students = increased by 2% African American = increased by 8% Asian = increased by 1% Filipino = increased by 1% Hispanic = no change Pacific Islander = inreased by 25% White= increased by 7% 2 or More = increased by 27% Students Learning English = increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with IEP = 18%	Students with IEP = 5%	Students Learning English = 10% Students with IEP = 10%	Students with IEP = increased by 4%
3.7	Teaching & Learning Walkthrough Observation of implementation of state board adopted academic content and performance Data Source: Local	2023-24 2 hours each week to visit classrooms to observe implementation of state board adopted academic content and performance using Universal Design Learning Lens	2024-25 Administrators visited classrooms about 2 hours each week to observe UDL practices	2025-26 Administrators visited classrooms about 2 hours each week to observe UDL practices	2025-26 At least 3 hours each week to visit classrooms to observe implementation of state board adopted academic content and performance using Universal Design Learning Lens	No difference from baseline
3.8	Correlation of Renaissance benchmark assessments with Smarter Balanced Scores Learning Recovery Emergency Block Grant Metric Datasource: Datazone	2023-24 0	2024-25 (Class of 2025) Pearson correlation between the benchmark scores and the SBAC ELA achievement scores n=570 students ELA = 0.69 Math = 0.60	2025-26 (Class of 2026) Pearson correlation between the benchmark scores and the SBAC ELA achievement scores n=570 students ELA = 0.63 Math = 0.63	2026-27 (Class of 2027) Pearson correlation between the benchmark scores and the SBAC ELA achievement scores ELA = 0.75 Math = 0.68	ELA = decrased by 0.6 Math = increased by 0.3

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.

Successful Implementation:

- UDL and Professional Learning – Implemented ongoing professional development through LessonCast, including a kickoff session, modules, and follow-up workshops. A cohort model supported deeper learning, and principals conducted monthly walkthroughs to reinforce implementation.
- Constructing Meaning and Grading for Equity – Continued expansion of Constructing Meaning (12th cohort) and launched Grading for Equity training, including required sessions for new teachers, strengthening instructional practices across content areas.
- Benchmark Assessments – Maintained districtwide implementation of Renaissance assessments to inform instruction and
- Instructional Coaching - Sustained instructional coaching using the Impact Cycle, with regular support for coaches and teachers. Coaches met in a District PLC three times to support and refine our use of the Impact Cycle. Director of C&I met with each coach or coaching team once a month to support practice.
- Curriculum Alignment – Pre-pilot determined a pilot program for Math for 26-27. Open Sci Ed pilot for Biology. CommonLit pilot is in its second year.Group of teachers met to determine the scope and sequence for Personal Finance.

Implementation Challenges:

- Professional Learning Capacity – Balancing staff time for professional development and collaboration remained a challenge, impacting full participation.

Modified Implementation:
-Action Civics Support – Transitioned from district-level meetings to site-based support to better align with individual school needs.

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

3.1 Universal Design for Learning
The Lessoncast professional development was less than the estimated cost.

3.2 Constructing Meaning
The expenditure is less than the budgeted cost because we did need as much materials as expected.

3.3 Grading for Equity
The expenditure was lower the budgeted cost as we only offered the kick off days. Not enough staff were willing to participate in the coaching cycle and research action project

3.4 Professional Learning Community

No cost as action/strategies are embedded

3.5 Curriculum Alignment
The expenditure was slightly below budget, as more curricular teams completed scope and sequence work during the school day rather than after school.

3.6 Benchmark Assessment
The expenditure was slightly lower than budgeted, as the original amount was based on an estimate

3.7 Instructional Coaching
The expenditure exceeded the budgeted amount due to the need for additional instructional coaching across the district.

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

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

Based on analysis of the identified metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving the goal, as demonstrated by both quantitative data and implementation indicators.

Moderate effectiveness:
-Actions 3.1 (Universal Design for Learning), 3.2 (Constructing Meaning), and 3.6 (Benchmark Assessment) contributed to improvements in English language arts outcomes. Smarter Balanced ELA performance increased from 55% to 57% of students meeting or exceeding standards. Gains were observed among some student groups, including Filipino (68% to 71%) and Asian students (77% to 79%). Additionally, the positive correlation between Renaissance benchmark assessments and state outcomes (ELA = 0.69) indicates that these tools are effectively supporting data-informed instruction.
-Actions 3.5 (Curriculum Alignment) and 3.1 (Universal Design for Learning) contributed to improved science outcomes, increasing from 29% to 35% of students meeting or exceeding standards. Gains were observed among Asian students (50% to 62%) and overall student performance, suggesting that instructional shifts are beginning to have a positive impact.

Mixed effectiveness:
-Actions 3.5 (Curriculum Alignment), 3.7 (Instructional Coaching), and 3.6 (Benchmark Assessment) related to mathematics showed mixed effectiveness. Smarter Balanced math performance increased slightly from 30% to 33%, with gains among some student groups, including Asian (59% to 63%) and Filipino students (23% to 37%). However, performance for Hispanic students remains relatively low (11% to 15%).
-Actions 3.3 (Grading for Equity), 3.4 (Professional Learning Communities), and 3.8 (Culturally Relevant Texts and Materials) related to access and participation in rigorous coursework showed mixed effectiveness. Access to Advanced Placement courses increased overall (33% to 35%) and improved for some historically underserved groups, including African American (11% to 25%) and Pacific Islander students (19% to 25%). However, participation among students learning English (8% to 4%) and students with IEPs (18% to 5%) declined, indicating a need for more targeted access and support.

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

Changes to Actions
-Implement a cycle of Universal Design for Learning (UDL) lesson study to strengthen Tier 1 instruction and increase access to grade-level content for all students, with a focus on students learning English and students with disabilities
-Reduce Full Time Equivalency (FTE) of Social Science Teacher on Special Assignment from 0.6 FTE to 0.4 FTE
-Add 0.8 FTE at each site to support the Illustrative math pilot
-All 9th grade students will receive digital citizenship lesson from the District Librarian

*An asterisk indicates items that are new or revised for the 2026–2027 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Universal Design for Learning	a. Conduct regular walkthroughs to inform the implementation of the UDL Plan b. Provide collaboration stipend to develop comprehensive UDL implementation plans that outline specific goals, strategies, and timelines for integrating UDL principles into instruction and curriculum design c. Offer ongoing support and professional development opportunities for teachers to deepen their understanding of UDL principles and enhance their implementation skills Develop partnership with Lesson Cast to provide professional development that includes:* (Completed in 25-26) 1. Introduction to UDL Kickoff Introduction *Identify the core ideas that serve as a foundation to Universal Design for Learning (UDL). *Understand how the UDL Guidelines reduce barriers to learning and support learner variability. * Apply a UDL design process to integrate practices into daily work.	$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Twelve on-demand modules to facilitate UDL coaching & application for 25 educators 3. Four virtual, follow-up workshops d. Implement a cycle of Universal Design for Learning (UDL) lesson study to strengthen Tier 1 instruction and increase access to grade-level content for all students, with a focus on students learning English and students with disabilities.*		
3.2	Constructing Meaning	a. Provide Constructing Meaning professional development to assist teachers with weaving explicit language instruction of all students, especially that of Students Learning English to all content areas b. Spring and Summer Symposium to deepen understanding and network with other teachers trained in Constructing Meaning c. Purchase instructional materials and supplies	$10,000.00	No
3.3	Grading for Equity	a. Implement equitable grading practices that focus on student growth and accuracy of achievement, minimize bias, and promote motivation b. Professional learning opportunity including participation in Action Research Projects. Require new teachers to attend the 2-Day Grading for Equity Kick Off*	$30,000.00	No
3.4	Professional Learning Community	a. Participate in Professional Learning Community (PLC) where educators work collaboratively in recurring cycles of improvement	$0.00	No
3.5	Curriculum Alignment	a. Ensure alignment of curriculum scope and sequence with state curricular standards to provide a coherent and comprehensive educational experience for all students	$173,000.00	No

Action #	Title	Description	Total Funds	Contributing
		b. Integrate environmental literacy and sustainability standards in science courses c. Integrate media literacy skills to analyze, evaluate, and create media messages responsibly and effectively in the areas of English, math, science, and social science. Digital Citizenship lesson to all 9th grade students by the District Librarian.* d. Explore offering a financial literacy course for all students e. A Teacher on Special Assignment (0.4 FTE) to assist in facilitating action civics projects to encourage civic engagement, advocacy, and social responsibility, while ensuring that these initiatives align with the social science curriculum. LEARNING RECOVERY EMERGENCY BLOCK GRANT Explanation: The LEA's needs assessment identified academic performance gaps on the CAASPP and CCI indicators, particularly among English Learners, socioeconomically disadvantaged students, and students of color. To address these gaps, a Teacher on Special Assignment (TOSA) will lead the integration of standards-aligned, culturally relevant Action Civics instruction into the social science curriculum. This action aligns with LREBG allowable uses by: • Expanding evidence-based learning supports that strengthen academic skills, • Providing professional development to enhance curriculum design and delivery, • Supporting practices that build student engagement and close learning gaps. Research shows that civic learning improves reading comprehension, critical thinking, and writing—skills tied directly to state assessments and college/career readiness (Kahne & Sporte, 2008; Campbell, 2019). This role supports long-term academic growth for historically underserved student groups.		

Action #	Title	Description	Total Funds	Contributing
		Metric 4.11: State Seal of Civic Engagement: Percent of students who are eligible for the State Seal of Civic Engagemment Cost: $65,000 f. A Teacher on Special Assignment to support the math pilot using Illustrative Math (0.8 FTE)* LEARNING RECOVERY EMERGENCY BLOCK GRANT Explanation: Districtwide performance in mathematics continues to indicate a significant need for targeted improvement. Smarter Balanced Assessment results show that only 30–35% of students are meeting or exceeding standards, with an overall distance from standard of -64.4 points. Six of nine student groups are performing at the Orange level, including English learners (-147 DFS) and students with disabilities (-152.9 DFS), highlighting persistent and significant opportunity gaps. In response, the District is piloting a new math curriculum aligned to the California Mathematics Framework, specifically Illustrative Mathematics. This pilot represents a critical strategy to improve access to grade-level content, strengthen conceptual understanding, and support more inclusive and engaging instructional practices. To ensure effective implementation, a Teacher on Special Assignment (TOSA) will provide dedicated, site-based support to teachers participating in the pilot. This includes facilitating lesson study cycles, modeling instructional strategies aligned to the curriculum, supporting differentiation for English learners and students with disabilities, and guiding teachers in using formative assessment to inform instruction. This investment is intended to build teacher capacity, ensure fidelity of implementation, and accelerate improvements in student outcomes, particularly for student groups who have been historically underserved in mathematics. This action aligns with LREBG allowable uses by:		

Action #	Title	Description	Total Funds	Contributing
		• Providing professional development and coaching on the 2023 Mathematics Framework Research indicates that high-quality instructional materials such as Illustrative Mathematics, when paired with sustained professional learning and coaching, lead to improved student achievement, deeper conceptual understanding, and greater access to grade-level content for historically underserved student groups. The addition of a Teacher on Special Assignment is a research-based strategy to ensure effective implementation, build teacher capacity, and maximize the impact of the math curriculum pilot. Metric 3.4 Smarter Balanced Assessment for math (percent of students who score meet or exceeded standards) COST: $108,000		
3.6	Benchmark Assessment	a. Implement regular benchmark assessments to monitor student progress, inform instructional planning, and assess mastery of learning objectives b. Purchase Renaissance ELA and math benchmark assessments c. Course alike teams will develop mini common assessments to review during collaboration to help inform instruction d. Administer interim Smarter Balanced Assessments	$40,000.00	No
3.7	Instructional Coaching	a. Use the Impact Cycle model of Instructional Coaching to support professional growth of teachers b. Allocate instructional coaching sections for each site (3.6 FTE)	$495,000.00	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Developing a goal to "Ensure that all students are prepared for post-secondary education, careers, and lifelong success by providing a comprehensive college and career readiness program" is crucial, particularly in light of the fact that only 50% of students met the college and career indicator. This statistic underscores the urgent need to strengthen our efforts in preparing students for life beyond high school. By implementing a comprehensive college and career readiness program, we can equip students with the skills, knowledge, and experiences necessary to thrive in post-secondary education, pursue fulfilling careers, and achieve lifelong success. This goal aims to bridge the gap between current levels of college and career readiness and the expectations of the workforce and higher education institutions, ensuring that all students have the support they need to reach their full potential and succeed in today's competitive landscape.

Thornton High School received the lowest performance level in graduation rate (red) and College and Career Indicator rate (very low). In addition, to receiving the lowest performance level for all students, their Hispanic students received the lowest levels as well in the College Career Indicator and Graduation rate.

Note: Metrics with "0" baseline indicates that the baseline will be collected and set in the 2026-27 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Adjusted Cohort Graduation Rate of students who receive a	2022 - 23 (Class of 2023) Adjusted Cohort Graduation Rate of:	2023-24 (Class of 2024) All Students = 90% African American = 89%	2024-25 (Class of 2025) All Students = 92.1%	2025-26 (Class of 2026) Adjusted Cohort Graduation Rate of:	All Students = increased by 3.1% African American = increased by 1.3% Asian = increased by 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard high school diploma within 4 years Learning Recovery Emergency Block Grant Metric Data Source: Data Quest	All Students = 89% African American = 82% Asian = 94% Filipino = 95% Hispanic = 84% White=90% 2 or More = 88% Students Learning English = 78% Students with IEP = 69%	Asian = 99% Filipino = 93% Hispanic = 84% White=93% 2 or More = 92% Students Learning English = 80% Students with IEP = 73%	African American = 83.3% Asian = 96.2% Filipino = 95.5% Hispanic = 85.8% White=96.5% 2 or More = 93% Students Learning English = 83.3% Students with IEP = 69.6%	All Students = 93% African American = 90% Asian = 95% Filipino = 95% Hispanic = 95% White=95% 2 or More = 93% Students Learning English = 85% Students with IEP = 85%	Filipino = increased by 0.5% Hispanic = increased by 1.8% White= increased by 6.5% 2 or More = increased by 5% Students Learning English = increased by 5.3% Students with IEP = increased by 0.6%
4.2	A-G Rate Cohort graduates who met all the (a-g) requirements for admission to a University of California or California State University school Data Source:Data Quest	2022 - 23 (Class of 2023) A-G Rate for: All Students = 55% African American = 33% Asian = 67% Filipino = 64% Hispanic = 42% White=62% 2 or More = 53% Students Learning English = 28% Students with IEP = 19%	2023-24 (Class of 2024) A-G rate for: All Students = 54% African American = 38% Asian = 75% Filipino = 58% Hispanic = 42% White=55% 2 or More = 64% Students Learning English = 26% Students with IEP = 24%	2024-25 (Class 0f 2025) A-G rate for: All Students = 57.5% African American = 40% Asian = 79.5% Filipino = 63.6% Hispanic = 39.2% White=61.2% 2 or More = 68.2% Students Learning English = 32.6% Students with IEP = 15%	2025 - 26 (Class of 2026) A-G Rate for: All Students = 60% African American = 50% Asian = 70% Filipino = 70% Hispanic = 60% White=70% 2 or More = 70% Students Learning English = 30% Students with IEP = 25%	All Students = increased by 2.5% African American = increased by 7% Asian = increased by 12.5% Filipino = decreased by 0.4% Hispanic = decreased by 2.8% White= decreased by 0.8% 2 or More = increased by 15.2% Students Learning English = increased by 4.6% Students with IEP = decreased by 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Advanced Placement Exam Scores of 3 or Above Percent of exams with a score of 3 or above Data Source: College Board - District Aggregated Score Report	2022-23 49% of exams taken received a score of 3 or above	2023-24 61% of exams taken received a score of 3 or above	2024-25 67% of exams taken received a score of 3 or above	2025-26 60% of exams taken received a score of 3 or above	18% increase in exams with a score of 3 or above
4.4	Advanced Placement Scores for Equity and Excellence Percent of 12th Grade Students Who Scored at least a "3" in one or more Advanced Placement Exams throughout their high school career Data Source: College Board - Equity and Excellence Report	Class of 2023 29.8% of Class of 2023 scored at least a 3 in one or more AP exams throughout high school	Class of 2024 31% of Class of 2024 scored at least a 3 in one or more AP exams throughout high school	Class of 2025 35% of Class of 2025 scored at least a 3 in one or more AP exams throughout high schol	Class of 2026 35% of Class of 2023 scored at least a 3 in one or more AP exams throughout high school	5.2% increase in students who scored at least a 3 in one or more AP exams throughout high school
4.5	Dashboard - College & Career Indicator It represents the percentage of high school graduates who are prepared for college or a career Data Source: CA School Dashboard	2023 Dashboard 49.9 % of students met the "prepared" criteria in the dashboard's college and career indicator	2024 Dashboard 52.3% of students met the "prepared" criteria in the dashboard's college and career indicator	2025 Dashboard 59.6% of students met the "prepared" criteria in the dashboard's college and career indicator	2026 Dashboard >70% of students met the "prepared" criteria in the dashboard's college and career indicator	9.7% increase in the number of students who met the prepared criteria

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	College Going Rate Percent of students who matriculated in a 2 or 4 year college/university immediately after high school Data Source: National Student Clearinghouse	Class of 2023 68% of students matriculated in a 2 or 4 year college/university	Class of 2024 70% of students matriculated in a 2 or 4 year college/ university	(Class of 2025) 71% of students matriculated in a 2 or 4 year college/university	Class of 2026 75% of students matriculated in a 2 or 4 year college/university	3% increase in students who matriculated in 2 or 4 year college/university
4.7	Dual Enrollment Completion Percent of students who take a college course class while in high school Data Source: Student Information System	Class of 2023 25% of students matriculated in a 2 or 4 year college/university	Class of 2024 18% of students took a college course class while in high school	Class of 2025 25% of students took a college course class while in high school	Class of 2026 35% of students matriculated in a 2 or 4 year college/university	No change from the baseline
4.8	CTE Completers Percent of students who complete a capstone course with a C- or better Data Source: CALPADS	Class of 2023 25% of Class of 2023 completed a capstone course	Class of 2024 27% of Class of 2024 completed a capstone course	Class of 2025 27% of Class of 2025 completed a capstone course	Class of 2026 40% of Class of 2023 completed a capstone course	2% increase in students who completed a capstone course
4.9	State Seal of Biliteracy Percent of students who attained a high level of proficiency in one or more languages (including American Sign Language), in addition to	Class of 2023 3.1% of Class of 2023 received the State Seal of Biliteracy	Class of 2024 7.8% of Class of 2024 received the State Seal of Biliteracy	Class of 2025 9.4% of Class of 2025 received the State Seal of Biliteracy	Class of 2026 21% of Class of 2023 received the State Seal of Biliteracy	6.3% increase in students who received the State Seal of Biliteracy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English and earned the State Seal of Biliteracy Data Source: Dataquest					
4.10	Golden State Seal Merit Diploma Percent of students who completed of all requirements for a high school diploma, and (b) demonstrated mastery of the curriculum in at least six subject matter areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student Data Source: Dataquest Data Source: Dataquest	Class of 2023 35.1% of Class of 2023 received the Golden State Seal Merit Diploma	Class of 2024 30.7% of Class of 2024 received the Golden State Seal Merit Diploma	Class of 2025 35.9% of Class of 2025 received the Golden State Merit Diploma	Class of 2026 45% Class of 2023 received the Golden State Seal Merit Diploma	0.8% increase in students who received the State Seal Merit Diploma
4.11	State Seal of Civic Engagement Percent of students who are eligible for the State Seal of Civic Engagemment Learning Recovery Emergency Block Grant Metric	2023-24 0	2024-25 22% of Class of 2025 received the State Seal of Civic Engagement	2025-26 23% of Class of 202 received the State Seal of Civic Engagement	2026-27 >40% of students qualify for the State Seal of Civic Engagement	No difference. Baseline set in 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local					
4.12	Work Based Learning Percent of students with Work Based Learning Experience Data Source: Local	2023-24 0	Class of 2024 9% of students participated in Work Based Learning	Class of 2025 7% of students in grades 10-12 participated in Work Based Learning	2026-27 >20% of students particpate in Work Based Learning	Decreased by 2%
4.13	FAFSA/CADAA Application Percent of students who complete the financial aid application Data Source: Studentaid.gov	2022-23 Class of 2023 68% of Class of 2023 completed the financial aid application	Class of 2024 64% of Class of 2024 completed the financial aid application	Class of 2025 64% of Class of 2024 completed the financial aid application	Class of 2026 100% of students complete the FAFSA/CADAA	4% decrease in students who completed the FAFSA
4.14	Academic Planner (4 year plan) Percent of Students with 4-year a 4-year plan Data Source: californiacolleges.edu	2023 - 2024 25% of students have an academic planner in californiacolleges.edu	2024 - 2025 25% of students have an academic planner in californiacolleges.edu	2025-2026 35% of students have an academic planner in californiacolleges.edu	2026 - 2027 >90% Class of 2023 received the Golden State Seal Merit Diploma	No difference from baseline to 2024-2
4.15	Academic and College/Career Counseling Percent of students seen for College and Career and/or Academic Counseling at least once during a given year	2023-24 38% of students this school year were seen individually for academic and/or college career counseling	2024-25 56% of students this school year were seen individually for academic and/or college career counseling	2024-25 55% of students this school year were seen individually for academic and/or college career counseling	2026-27 >90% of students this school year were seen individually for academic and/or college career counseling	17% increase in studnets seen for academic and/or college career counseling

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Student Information System Conference Files					
4.16	Dropout Rate Percent of students identified as a dropout in high school Data Source: Dataquest	2022-23 (Class of 2023) Percent of students identified as a dropout in high school All Students = 4.7% African American = 0% Asian = 1.4% Filipino = 2.4% Hispanic = 8.5% White=4% 2 or More = 4% Students Learning English = 10.9% Students with IEP = 4.7 %	2023-24 (Class of 2024) Percent of students identified as a dropout in high school All Students = 5.6% African American = 5.6% Asian = 0% Filipino = 2.6% Hispanic = 10.6% White= 5.6% 2 or More = 1.4% Students Learning English = 11.6% Students with IEP = 11.3%	2024-25 (Class of 2025) Percent of students identified as a dropout in high school All Students = 3.3% African American = 8.3% Asian = 1.9% Filipino = 0.8% Hispanic = 7.2% White= 0% 2 or More = 1.4% Students Learning English = 8.5% Students with IEP = 7.8%	2025-26 Percent of students identified as a dropout in high school All Students = <3% African American =<3% Asian = <3% Filipino = <3% Hispanic = <3% White= <3% 2 or More = <3% Students Learning English = <3% Students with IEP = <3%	All Students = decreased by 1.4% African American = increased by 8.3% Asian = increased by 0.5% Filipino = decreased by 1.6% Hispanic = decreased by 1.3% White= decreased by 4% 2 or More = decreased by 2.6% Students Learning English = decreased by 2.4% Students with IEP = increased by 3.1%
4.17	College & Career Indicator for Thornton High School (Dashboard)* Percent of students "Prepared"	0	0	2024-25 (Class of 2025) All students = 5.6% Hispanic = 4.5%	2025 - 26 (Class of 2026) All students >10% Hispanic > 10%	N/A - baseline was set for the 2024-25 school year and data is not available yet.

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

Goal Analysis [2025-26]

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

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

Overall, the District successfully implemented the majority of actions under Goal 4, with a focus on expanding access to college and career pathways and strengthening systems of support for students.

Successful implementation:
-Actions 4.1 (Monitoring progress, providing opportunities, and equipping tools for post-secondary readiness) and 4.3 (Comprehensive school counseling program) were implemented as planned. Counselors conducted transcript reviews, supported course placement, and met with students to develop and monitor postsecondary plans. The District continued to expand the use of CaliforniaColleges.edu as a centralized planning tool and provided support for Advanced Placement participation, including exam fee coverage. Dual enrollment opportunities and the middle college program were also maintained, increasing access to college-level coursework.
-Action 4.2 (Career Technical Education Program) was largely implemented as planned. The District expanded CTE pathways, increased access to industry-aligned courses, and strengthened partnerships with local businesses to support internships and work-based learning opportunities. A Teacher on Special Assignment supported coordination and alignment of the CTE program, and additional course sections were developed at multiple sites.

Implementation challenges:
-While access to Advanced Placement and dual enrollment opportunities increased, ensuring equitable participation across all student groups remains a challenge. Participation among English learners and students with disabilities indicates a need for more targeted recruitment, preparation, and support structures. Additionally, expanding work-based learning opportunities and industry partnerships required ongoing coordination, and implementation varied by site depending on available staffing and partnerships.
-Action 4.4 (College and career readiness for Thornton High School) is also in progress and has presented implementation challenges due to Thornton being a continuation high school. Students do not have access to the same breadth of course offerings as those in comprehensive high schools, which limits opportunities for advanced coursework and pathway alignment. This makes it especially challenging for students to meet the College and Career Indicator at the same rate as their peers who have greater access to these opportunities. While systems for monitoring student progress and providing targeted supports have been initiated, continued refinement and alternative strategies are needed to ensure equitable access to college and career readiness outcomes.
-Action 4.5 (Exploring additional courses tailored to college and career preparation) is in progress. The District began exploring specialized college and career preparation courses and partnerships, including the Automobiles of the Future program. Enrollment is pretty low in this course.

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

4.1 Monitoring progress, providing opportunities, and equipping tools for post-secondary readiness
Actual expenditures were below budget due to lower participation in AP exams and fewer students enrolling in the Middle College program than anticipated.

4.2 Implement a Career Technical Education Program grounded in rigor, relevance, and relationships
Actual expenditures were slightly higher than budgeted due to an underestimation of staffing costs during the planning phase

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

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

4.5 Explore offering additional courses tailored to college and career preparation
Expenditures were lower than budgeted because additional summer counseling support was incorporated into the summer school program.

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

Based on analysis of the identified metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving the goal, as demonstrated by both quantitative data and implementation indicators.

Strong to moderate effectiveness:
Actions 4.1 (Post-secondary readiness supports), 4.2 (Career Technical Education), and 4.3 (Comprehensive school counseling program) demonstrated strong to moderate effectiveness. The graduation rate increased from 89% to 92.1%, with notable gains among English learners (78% to 83.3%) and overall student groups. The College and Career Indicator improved from 49.9% to 59.6% of students meeting the “prepared” criteria, and the college-going rate increased from 68% to 71%. Advanced Placement outcomes also improved, with scores of 3 or higher increasing from 49% to 67%, and the percentage of students meeting Equity and Excellence criteria rising from 29.8% to 35%. Dropout rate for all students decreased from 4.7% to 3.3%. These gains suggest that expanded access to counseling, dual enrollment, and postsecondary planning tools are positively impacting student readiness.

Actions supporting recognition and enrichment, including State Seal of Biliteracy and Civic Engagement opportunities (4.1, 4.5), also showed strong effectiveness, with Biliteracy attainment increasing from 3.1% to 9.4% and 22% of students earning the State Seal of Civic Engagement in its first year of implementation.

Mixed effectiveness:

Actions 4.1 (Dual Enrollment and AP access), 4.2 (CTE Program), and 4.5 (Expanded opportunities) showed mixed effectiveness. A–G completion rates increased overall from 55% to 57.5%, with gains for some student groups; however, outcomes declined or remained low for others, including Hispanic students (42% to 39.2%) and students with IEPs (24% to 15%). Dual enrollment participation decreased from 25% to 18% before returning to 25%, indicating inconsistency in access and participation. CTE completers increased slightly from 25% to 27% but remained relatively flat overall.

Work-based learning participation decreased from 9% to 7%, and FAFSA/CADAA completion declined from 68% to 64%, suggesting that additional outreach and support are needed to strengthen these areas of college and career readiness.

Areas of limited effectiveness:
Some actions related to individualized planning and consistent access to supports showed limited effectiveness. The percentage of students with a 4-year academic plan remained flat at 25%, and while counseling access increased from 38% to 56%, it declined to 27% in the most recent year. These trends indicate challenges in sustaining consistent implementation of planning and advising systems across sites.

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

Changes to Actions:
- Discontinue partnership with Calculus Roundtable due to low enrollment
- Add Teacher on Special Assignment for Thornton High School to help implement a Project Based Learning Model

Changes to Metrics
- Percent of students meeting College and Career Indicator at Thornton High School

*An asterisk indicates items that are new or revised for the 2026–27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Monitoring progress, providing opportunities, and equipping tools for post-secondary readiness	a. Counselors will evaluate student transcripts to ensure accurate course placement, optimizing opportunities for postsecondary education and career readiness b. Utilize CaliforniaColleges.edu as a primary college and career planning tool to provide students with access to comprehensive resources, assessments, and planning tools	$559,960.00	No

Action #	Title	Description	Total Funds	Contributing
		c, Equitable placement criteria to Advanced Placement courses d. Advanced Placement staff workshops e. Advanced Placement exam fees for all students enrolled in AP courses f. Offer dual enrollment courses to allow students to earn college credits while completing high school coursework g. Offer middle college program (up to 20 11th graders and 20 12th graders) h. Expand partnerships with organizations and local colleges to guide and support students through the college application process, financial aid, and scholarship opportunities. i. Provide adult mentors and peer mentors to students to provide guidance, support, and mentorship throughout their college and career preparation journey. Connect students with local businesses for potential internship and work based learning.* j. Establish alumni networks and mentorship programs to connect current students with graduates who have successfully transitioned to college or career k. PSAT/NMSQT Administration l. Promote understanding of career pathways available through trades programs m.Offer a comprehensive summer program for acceleration, enrichment, and credit recovery --- LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 4.1m: Summer Program		

Action #	Title	Description	Total Funds	Contributing
		Explanation: This summer program supports students through extended learning time—providing credit recovery for those behind, acceleration for advanced learners, and enrichment to re-engage students. Funded by the LREBG, the program addresses learning gaps caused by the pandemic, especially for English Learners, students with disabilities, and other high-need groups. It aligns with the grant's goal to accelerate learning, improve academic outcomes, and close equity gaps. Metric 4.1: Graduation Rate (Adjusted Cohort Graduation Rate of students who receive a standard high school diploma within 4 years) Cost: $100,000		
4.2	Implement a Career Technical Education Program grounded in rigor, relevance, and relationships	a. Develop instructional strategies to meet the learning needs of special populations (students learning English, students with IEP, non-traditional students) in CTE classes b. Hire bilingual paraprofessionals to support newcomer students learning English (remove). Replace with Hire CTE pathway experts to support and mentor students c. Submit CTE courses as A-G d. CTE curriculum development and alignment with community colleges e. Foster relationships with local business partners to facilitate internships and work-based opportunities for CTE students f. Teacher on Special Assignment to coordinate the District's CTE Program g. Explore and develop a high interest pathway at Terra Nova High School h. Build out CTE sections in Dance (JHS), Food & Nutrition (OHS), Theater Production (TNHS), Construction Basics (WHS) i. Industry certifications j. CTE awareness for middle school students k. CTE materials and supplies + Career Technical Student Organization l. Classified staff for additional site CTE support, middle school, and industry partner engagement m. Work-Based Learning experiences, such as internships and apprenticeships, to provide students with real-world exposure to various career fields	$670,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Comprehensive school counseling program	a. Develop a comprehensive School Counseling Scope & Sequence aligned to the American School Counselor Association model b. Develop a plan to increase access to school counselors directly within the classroom setting c. Provide professional learning opportunity d. School counselors will meet with every student on their caseload at least once per year	$5,000.00	No
4.4	College and career readiness for students at Thornton High School	a. Implement a system for ongoing monitoring of students' progress and provide targeted support and intervention as needed b. Explore stronger collaboration and partnership with other JUHSD high schools c. Hire a 0.6 FTE Teacher on Special Assignment to help implement a redesigned PBL Apprenticeship Program that provides students with approved industry pathways, including individualized apprenticeship proposals, structured work-based learning experiences, ongoing academic support, and a capstone project with a public exhibition to demonstrate mastery of academic and career readiness skills aligned to graduation requirements. * LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 4.4c: 0.6 FTE - Teacher on Special Assignment Explanation: Learning Recovery Emergency Block Grant (LREBG) funds support the redesigned PBL Apprenticeship Program by increasing access to college and career readiness opportunities for continuation school students, who often have limited access to traditional pathways that contribute to the College and Career Indicator. This action provides relevant, personalized, and hands-on learning experiences that re-engage students, support credit attainment, and build transferable skills, helping them make meaningful progress toward graduation and postsecondary success.	$97,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Research supports the use of project-based, career-connected learning as a strategy to re-engage students and strengthen college and career readiness. According to the Learning Policy Institute, project-based learning supports student achievement and engagement by connecting learning to real-world, relevant tasks and authentic experiences. Research also indicates that these instructional approaches can increase motivation, improve problem-solving skills, and strengthen students' connection to school. This is especially important for students in alternative or continuation school settings, who are often over-age, under-credited, or at risk of not completing high school. The California Alternative Education Research Project at UC Berkeley highlights the importance of personalized and flexible learning opportunities for continuation school students to support engagement, credit attainment, and graduation outcomes. Providing hands-on, career-connected learning opportunities can help students build transferable skills and improve pathways toward postsecondary success. Metric 4.1: Graduation Rate (Adjusted Cohort Graduation Rate of students who receive a standard high school diploma within 4 years) and Metric 4.17: College & Career Indicator (Dashboard) Cost: $97,500		
4.5	Explore offering additional courses tailored to college and career preparation	a. Specialized College & Career Prep Courses for freshmen and seniors, focusing on goal setting, academic planning, and post-secondary exploration. Develop a districtwide college planning timeline. b. Explore revising graduation requirements to strengthen college and career readiness c. Develop a comprehensive college application timeline and provide after-hours drop-in sessions to support students with the college application process d Develop a partnership with Calculus Roundtable to implement The Automobiles of the Future, an afterschool STEM program created with the Ford Motor Company that explores electric and autonomous vehicles. Students engage in hands-on learning aligned to math and engineering	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		standards, including UI/UX design, generative AI, data analysis, and career exploration with industry professionals.(Discontinued for 2026-27)		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our student's learning English have been historically underperforming and underserved as evident in the Academic Performance in the Dashboard and local survey results. These students often face linguistic and cultural barriers that can impede their academic progress. Addressing their needs helps level the playing field and provides them with the same opportunities for success as their peers.

Note: Metrics with "0" baseline indicates that the baseline will be collected and set in the 2026-2027 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Designated ELD classroom administrator walkthrough Number of times administrators conduct a classroom walkthrough Data Source: Local	2023-24 1-2 times a year	2024-25 1 -2 times ELD classroom visitation	2025-26 1-2 times a year	2026-27 Every 3 weeks	No difference from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Renaissance - STAR Reading Student Growth Percentile of EL Students % of students who scored at or above typical growth Data Source: Renaissance Analytics	Fall 23 to Spring 24 53.7% scored at or above the typical growth	Fall 24 to Spring 25 64.5% scored at or above the typical growth	Fall 25 to Winter 25 52.4% scored at or above typical growth	Fall 26 to Spring 27 85% scored at or above the typical growth	1.3% decrease in students who scored at or above the typical growth
5.3	Renaissance - STAR Math Student Growth Percentile of EL Students % of students who scored at or above typical growth Data Source: Renaissance Analytics	Fall 23 to Spring 24 60% scored at or above the typical growth	Fall 24 to Spring 25 53.8% scored at or above the typical growth	Fall 25 to Winter 25 66.4% scored at or above typical growth	Fall 26 to Spring 27 85% scored at or above the typical growth	6.4% increase in students who scored at or above the typical growth
5.4	Smarter Balanced Scores of Standard Met or Above - ENGLISH (all EL classification % of students who scored met or above in SBA - English Test Data Source: caaspp-elpac.ets.org "	2022-23 4% EL students scored standard met or above	2023-24 8% of EL students scored standard met or above	2024-25 5% of EL students scored standard met or above	2025-26 20% EL students scored standard met or above	1% increase in EL students who scored standard met or above in Smarter Balanced ELA
5.5	Smarter Balanced Scores of Standard Met or Above - MATH (all EL classification)	2022-23 2% EL students scored standard met or above	2023-24	2024-25	2025-26	1% decrease in EL students who scored standard met or above in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students who scored met or above in SBA - Math Test Data Source: caaspp-elpac.ets.org		1% of EL students scored standard met or above	1% of EL students scored standard met or ab	20% EL students scored standard met or above	Smarter Balanced Math
5.6	Smarter Balanced Scores of Standard Met or Above - ENGLISH (long-term EL) % of students who scored met or above in SBA - English Test Data Source: caaspp-elpac.ets.org	2022-23 6% all LTEL students scored standard met or above	2023-24 5% of EL students scored standard met or above	2024-25 5% of EL students scored standard met or above	2025-26 20% LTEL students scored standard met or above	1% decrease in long-term EL students who scored standard met or above in Smarter Balanced ELA
5.7	Smarter Balanced Scores of Standard Met or Above - MATH (long-term EL) % of students who scored met or above in SBA - Math Test Data Source: caaspp-elpac.ets.org	2022-23 1.5% LTEL students scored standard met or above	2023-24 3% of EL students scored standard met or above	2024-25 3% of EL students scored standard met or above	2025-26 20% LTEL students scored standard met or above	1.5% increase in long-term EL students who scored standard met or above in Smarter Balanced math
5.8	"CA Science Test Scores of Standard Met or Above - SCIENCE (all EL classification) % of students who scored met or above in	2022-23 0% EL students scored standard met or above	2023-24 1% of EL students scored standard met or above	2024-25 0% of EL students scored standard met or above	2025-26 20% EL students scored standard met or above	1% increase in EL students who scored standard met or above in the CA Science Test

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the California Science Test Data Source: caaspp-elpac.ets.org "					
5.9	CA Science Test Scores of Standard Met or Above - SCIENCE (long-term EL) % of students who scored met or above in the California Science Test Data Source: caaspp-elpac.ets.org	2022-23 0% EL students scored standard met or above	2023-24 0% of EL students scored standard met or above	2024-25 0% of EL students scored standard met or above	2025-26 20% EL students scored standard met or above	No difference from baseline to 2023-24 school year data
5.10	English Language Proficiency Indicator ELPI Dashboard Color Data Source: CA School Dashboard	2023 Green Performance Level	2024 Orange performance level in ELPI	2025 Orange performance level in ELPI	2026 Green Performance Level or above	Two performance levels below from the baseline in ELPI
5.11	English Language Proficiency Assessments of CA (Summative) - Percent Proficient % of students in the proficient level (LV4) Data Source: caaspp-elpac.ets.org	2022-23 15% EL students scored Proficient (Level 4)	2023-24 11% EL students scored Proficient (Level 4)	2024-25 10% of EL students scored proficient (Level 4)	2025-26 35% EL students scored Proficient (Level 4)	5% decrease in EL students who scored proficient on the English Language Proficiency Assessments for California

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.12	Reclassification Rate % of students reclassified as fluent English proficient Data Source: Ellevation	2022-23 21% of students met the reclassification criteria	2023-24 21% of students met the reclassification criteria	2024-2025 17% of students met the reclassification criteria	2025-26 30% of students met the reclassification criteria	4% decrease in reclassification rate
5.13	Parent/Guardian Satisfaction Survey Rating (1 lowest-5 highest) Average rating of ELD services by parent/guardian Data Source: Local	2022-23 4.52 out of 5	2023-24 4.77 out of 5 average rating of ELD services by parent/guardian	2024-25 4.70 out of 5 average rating of ELD services by parent/guardian	2025-26 >4.0 out of 5	0.18 increase in average rating of ELD services by parent/guardian
5.14	Student Satisfaction Survey Rating (1 lowest-5 highest) Average rating of ELD services by EL student Data Source: Local	2023-24 0	2024-25 4.75 rating of ELD services by EL student	2025-26 4.75 rating of ELD services by EL student	2026-27 >4.0 out of 5	No difference. Baseline set using 2024-25 data.
5.15	Dropout Rate of English Learners Learning Recovery Emergency Block Grant Metric Data Source: Dataquest	2022-23 0	2023-24 (Class of 2024) 11.6% of EL dropped out of high school	2024-25 (Class of 2025) 8.5% of EL dropped out of high school	2025-26 <5% of EL dropout of high school	3.1% decrease in EL dropout

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.

The district made significant progress in implementing Goal 5 actions while adapting to emerging needs and challenges throughout the year. Implementation focused on strengthening systems and supports for English Learners especially for Long-Term English Learners (LTELs).

Successful Implementation:
Action 5.1 Newcomer Wrap Around Supports - Successfully implemented a comprehensive intake process, expanded counseling and wellness supports, and continued newcomer ELD sections. The Bridge Program (Year 2) provided targeted academic and language support; students are on track for graduation, with positive feedback on expanded course access (e.g., science and art).
Action 5.6 Systems and Conditions to Support Program Effectiveness - Effectively expanded progress monitoring through Ellevation and added Summit K12, strengthening the district's ability to track language development and adjust supports. Ongoing oversight and EL Master Plan implementation improved program coherence.
Action 5.5 Curriculum Development and Professional Learning - Implemented Integrated/Designated ELD professional learning and leveraged the EL TOSA to support instructional practices and collaboration, increasing access to rigorous coursework for English learners.
Action 5.4 Parent and Community Engagement - Maintained strong implementation of family engagement strategies, including family liaisons, immigrant resource events, and bilingual enrollment support, improving access and connection to services.

Implementation Challenges:.
Action 5.3 Language and Culture Assets – Integration of Ethnic Studies pedagogy into ELD curriculum has not yet been implemented, limiting progress in leveraging cultural and linguistic assets.

Modified Implementation:
Action 5.2 Supports for LTELs – Shifted from a learning committee to site-based design teams conducting listening sessions and developing prototype program models. Implementation will continue next year with a focus on testing and refinement.
Action 5.6 Progress Monitoring – Enhanced original plans by integrating Summit K12 alongside Ellevation to provide more frequent and accessible language proficiency data.

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

5.1 Newcomer Wrap Around Intake Process and Supports - Expenditures exceeded the budget, as the original amount was only an estimate.

5.2 Supports for Long-Term English Learners - Expenditures exceeded the budget, as the original amount was only an estimate.

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

5.4 Parent and Community Engagement of Students Learning English - Expenditures were lower than the budget, as the original amount was only an estimate.

5.5 ELD Curriculum Development and Professional Learning - Expenditures exceeded the budget, as the original amount was only an estimate.

5.6 Systems and conditions to support program effectiveness of the English Language Development Program - Expenditures exceeded the budget additional steps were added to the administrator salary schedule and an additional bilingual para was funded by the District.

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

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 5, as demonstrated by both quantitative data and qualitative indicators.

Action 5.1 Newcomer Supports and Action 5.6 Systems of Support demonstrated emerging effectiveness. This is reflected in improvements in Renaissance STAR Math growth (from 53.8% to 66.4% meeting or exceeding typical growth) and a reduction in the English Learner dropout rate (from 11.6% to 8.5%). These indicators suggest positive impact of targeted supports such as the progress monitoring systems, and wraparound services, though outcomes remain inconsistent across measures.

Action 5.5 Curriculum and Professional Learning showed mixed effectiveness. While structures for ELD professional learning and classroom walkthroughs were maintained, ELA growth declined (from 64.5% to 52.4% meeting typical growth), and ELPAC proficiency rates decreased (from 11% to 10%). These results indicate a need to strengthen instructional coherence and deepen implementation of effective strategies across content areas.

Action 5.2 Supports for Long-Term English Learners and Action 5.3 Language and Culture Assets did not yet demonstrate measurable effectiveness. Academic achievement outcomes on Smarter Balanced assessments remained low and largely unchanged (e.g., 5% meeting standard in ELA and 1% in Math for EL students), and reclassification rates declined (from 21% to 17%). Additionally, planned integration of culturally relevant pedagogy has not yet been implemented, limiting impact.

Action 5.4 Parent and Community Engagement demonstrated continued effectiveness, as reflected in consistently high parent satisfaction ratings (4.70 out of 5), indicating strong family connection and support systems.

Overall, while there are promising gains in targeted areas such as math growth and dropout reduction, inconsistent academic outcomes and declines in language proficiency and reclassification rates indicate a need for refinement of instructional practices and accelerated implementation of LTEL and culturally responsive strategies.

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

Changes to Actions
-The Bridge Program will be discontinued due to low enrollment; however, current students will continue to be supported by the English Language - Development Teacher on Special Assignment.
- Reduction of Special Services Assistant staffing due to a decrease in newcomer enrollment across the district.
- Redesign of the designated English Language Development course with AVID like structures

No changes to Metrics.

*An asterisk indicates items that are new or revised for the 2026–27 school year

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Newcomer Wrap Around Intake Process and Supports	a. Implement a comprehensive and wrap around intake process for students learning English that includes initial language proficiency assessments, individualized academic and socioemotional needs assessments, collaboration with families to gather linguistic and cultural background information, and ongoing monitoring and support throughout their educational journey b. School counselors and wellness counselors/social workers dedicated to support the needs of students c. Newcomer sections (Designated ELD courses) (LREBG) d. Establish a Bridge Program to support the needs of newcomer students enrolling with little to no credits 0.6 FTE - English (reduce to 0.4 FTE) 0.4 FTE - Social Science (reduce to 0 FTE) 0.2 FTE - Science (reduce to 0 FTE) e. Provide starter school supplies to welcome newcomer ELs as they	$1,223,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		transition into the school environment f. Partner with the Daly City Youth Health Center to offer necessary medical support g. Ed Services Assistants to support the intake process at the District level LEARNING RECOVERY EMERGENCY BLOCK GRANT Action: Staffing for the Bridge Program Explanation: The LEA's needs assessment identified graduation rate gaps among newcomer English Learners who enter high school with limited English proficiency and few transferable credits. Funded through the Learning Recovery Emergency Block Grant, the Bridge Program will provide intensive English language development, foundational academic instruction, credit recovery, and orientation to the U.S. school system. This action aligns with LREBG allowable uses by: • Supporting learning recovery and credit access for at-risk students, • Accelerating progress through targeted English language and academic supports, • Addressing barriers to learning and dropout risk for newcomer ELs. Research shows that structured newcomer programs improve retention, language acquisition, credit attainment, and graduation outcomes (Calderón et al., 2011; Umansky et al., 2018), making this a critical intervention for closing equity gaps and improving long-term student success. Metric 5.15: Dropout Rate of English Learners Cost: $54,000		

Action #	Title	Description	Total Funds	Contributing
5.2	Supports for Long-Term English Learners	a. Offer designated ELD sections for long term English learners b. Through Constructing Meaning pillars, integrate language instruction into content-area classes, where LTELs can learn language skills while simultaneously engaging with academic content in subjects like math, science, and social studies c. Provide Constructing Meaning professional learning administrator strand d. Convene a committee to examine the academic, language, and social-emotional challenges of Long-Term English Learners and develop integrated supports that advance their achievement, well-being, and progress toward reclassification (Completed in 2025-26) e. Offer a designated ELD course for Long-Term English Learners that incorporates an AVID-like structure to support academic language development, organization, and college and career readiness skills. *	$155,000.00	Yes
5.3	Language and Culture Assets	a. Integrate Ethnic Studies Pedagogy into the ELD curriculum to promote cultural relevance, diversity, and inclusivity in language instruction and academic content b. Advocate for advantages of biliteracy by offering an exam to demonstrate proficiency in second language proficiency c. Implement a stipend program to recognize and support certified bilingual staff members who assists with interpretation and translation, while also actively promoting multilingualism within the organization	$145,000.00	No
5.4	Parent and Community Engagement of Students Learning English	a. Revise the parent engagement plan and review with English Learner Advisory Committee and District English Language Advisory Committee b. Family liaisons at Jefferson & Westmoor (2 FTE total) c. Organize Immigrant Resource Events to connect immigrant families with community resources, legal services, and support networks to facilitate their integration and well-being d. District bilingual staff to assist with enrollment process and welcome families	$156,130.00	Yes
5.5	ELD Curriculum Development and	a. Refine scope and sequence for ELD courses and develop benchmark assessments for progress monitoring	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Learning	b. Create structures for peer observations and training on implementation of ELD standards as well as student engagement through structured student talk c. Provide Integrated/Designated ELD Professional Learning Opportunities for teachers to enhance their skills in effectively teaching English language development across content areas d. Ensure English learners have Access to Rigorous Courses by providing appropriate support and accommodations to ensure their success in challenging academic coursework e. Provide EL Teacher on Special Assignment (TOSA) to offer professional development and oversee progress monitoring		
5.6	Systems and conditions to support program effectiveness of the English Language Development Program	a. Continue and expand use of Ellevation to monitor progress b. Implement Ongoing Individualized Progress Monitoring to track the academic and language development of English learners and immigrant students and adjust support interventions accordingly c. Director of Curriculum, Instruction and Accountability to oversee the ELD program d. Implement EL Master Plan e. Hire bilingual paraprofessionals to support students in mainstream courses	$621,000.00	Yes
5.7	Alignment, Articulation, and High Expectations in the ELD Program	a. Place ELD 3 students in mainstream courses instead of content EL courses b. Develop IEP practices and teacher training to strengthen the program for the needs of English learners with disabilities c. Offer College & Career Exposure opportunities to English learners and immigrant students to broaden their horizons and inspire future academic and career aspirations d. Engage in two-way articulation and alignment with partner elementary school districts and the community college system	$2,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Dashboard - ELA Student group performance of Students with Disabilities in Academic Indicator - ELA	2023 RED - Student group performance level of SWD in ELA	2024 ORANGE - Student performance of SWD in ELA	2025 ORANGE - Student performance of SWD in ELA	2026 YELLOW - Student group performance of SWD in ELA	One performance level above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard					
6.2	Dashboard - Math Student group performance of Students with Disabilities in Academic Indicator - Math Data Source: CA School Dashboard	2023 RED - Student group performance level of SWD in Math	2024 RED - Student group performance of SWD in Math	2025 ORANGE - Student performance of SWD in Math	2026 YELLOW - Student group performance of SWD in math	One performance level above the baseline
6.3	Dashboard - College and Career Student group performance of Students with Disabilities in College and Career Indicator Data Source: CA School Dashboard	2023-24 0	2024 YELLOW - student group performance of SWD in College and Career Indicator	2025 ORANGE- student group performance of SWD in College and Career Indicator	2026 YELLOW - Student group performance level of SWD in College and Career Indicator	One performance level below the baseline
6.4	Dashboard - Suspension Rate Student group performance of Students with Disabilities in Suspension Rate Indicator Data Source: CA School Dashboard	2023 ORANGE - Student group performance of SWD in Suspension Rate Indicator	2024 GREEN - Student group performance of SWD in Suspension Rate Indicator	2025 ORANGE - Student group performance level of SWD in Suspension Rate Indicator	2026 ORANGE - Student group performance level of SWD in Suspension Rate Indicator	Two performance level above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.5	Parent Survey Percent of parents or guardians of students with IEPs who participate in the California Department of Education Parent Survey Data Source: Local	2023-24 0	2024-25 0	2025-26 22% of parents or guardians of students with IEPs who participate in the survey	2026-27 >50%	No difference. Basline in 2025-26
6.6	Dashboard - Graduation Rate Student group performance of Students with Disabilities in Graduation Rate Indicator Data Source: CA School Dashboard	2023 YELLOW - Student group performance of SWD in Graduation Rate Indicator	2024 YELLOW - Student group performance of SWD in Graduation Rate Indicator	2025 ORANGE - Student group performance of SWD in Graduation Rate Indicator	2023 GREEN - Student group performance level of SWD in Graduation Rate Indicator	One performance level below the baseline
6.7	A-G Rate (Diploma Bound Students) Rate of diploma bound students who met the requirements for entering the University of California and California State University System Data Source; CALPADS Report 15.1 and 15.2	Class of 2023 15% of diploma bound students met the A-G requirements	Class of 2024 24% of diploma bound students met the A-G requirements"	Class of 2026 15% of diploma bound students met the A-G requirements	Class of 2026 30% of diploma bound students meet the A-G requirements	No difference from the baseline
6.8	Least Restrictive Environment >80% Rate of SWD inside the	2022-23 44.3% of students are participating in the	2023-24 48% of students are participating in	2025-26 51.12% of students are	2025-26 70% of students or more are	6.82% increase in students participating in the general education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	regular classroom 80% or more of day Data Source: Annual Determination Letter	general education setting at least 80% of the school day	the general education setting at least 80% of the school day	participating in the general education setting at least 80% of the school day	participating in the general education setting at least 80% of the school day	setting at least 80% of the school day
6.9	Least Restrictive Environment <40% Rate of SWD inside the regular classroom less than 40% of the day Data Source: Annual Determination Letter	2022-23 19.4% of students are participating in the general education setting more than 40% of the school day	2023-24 16.2% of students are participating in the general education setting more than 40% of the school day	2025-26 14.87% of students are participating in the general education setting more than 40% of the school day	2025-26 12% of students or less are participating in the general education setting more than 40% of the school day	4.53% deacrease in students participating in the general education setting more than 40% of the school day
6.10	Least Restrictive Environment - Separate School Rate of students served in public or private separate schools, residential facilities, or homebound/hospital placements Data Source: Annual Determination Letter	2022-23 5.38% of students are placed in a separate school	2023-24 6.4% of students are placed in a separate school	2025-26 6.92% of students are placed in a separate school	2025-26 2.4% of students or less are placed in a separate school	1.54% increase in students placed in a separate school
6.11	IEP Implementation Percent of students with disabilities who have 90% or more of their services delivered as described in their IEP	2022-23 73.3% of students have 90% of their IEP services delivered	2023-24 84.4% of students have 90% of their IEP service delivered	2025-26 83.78% of students have 90% of their IEP service delivered	2025-26 90% of students have 90% of their IEP services delivered	10.48% increase in students who have 90% of their IEP services delivered

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: IEP Implementation Data Collection/Annual Determination Letter					
6.12	Universal Behavior Training (Crisis Prevention/Descalation/Intervention) Percent of staff (including substitute teachers) trained Data Source: Local	2023-24 0	2024-25 0	2025-25 0	2026-27 >80% staff trained in Crisis Prevention/Deescalation Intervention	Baseline set 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.

The district made significant progress in implementing planned actions while adapting to emerging needs and challenges throughout the year. Implementation focused on expanding inclusive practices, strengthening instruction, and improving systems of support for students with disabilities.

Successful Implementation:
Action 6.2a Inclusive Practices – Expanded co-teaching across multiple content areas, increasing access to grade-level curriculum. Collaboration and training supported consistent implementation.
Action 6.3a Curriculum and Instruction – Maintained standards-aligned instruction, progress monitoring, and professional development, improving access to rigorous content.
Action 6.4b IEP Compliance – Strengthened systems to ensure timely and consistent implementation of IEPs across sites.
Action 6.7d Professional Development – Expanded training, including paraprofessional onboarding to build staff capacity.

Implementation Challenges:
Action 3.3d Curriculum and Instruction – ROAR reading assessment implementation remained limited to one site.
Action 6.6a Parent/Guardian Involvement – Planned parent engagement event was not implemented.
Action 6.3f Credential Pathways – Exploration of general education pathways to Special Education credentials has not yet begun.

Modified Implementation:
Action 6.2c Inclusive Practices – Shifted training support to the San Mateo County Office of Education for more cost-effective and localized support and implementation.

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

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

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

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

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

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

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

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

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

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving this goal, as demonstrated by both quantitative data and qualitative indicators.

Strong Effectiveness:
-Action 6.4 IEP Compliance demonstrated strong effectiveness, with IEP implementation rates improving from 73.3% to 83.78% of students receiving at least 90% of their services. This reflects improved systems, monitoring, and accountability across sites.

Emerging Effectiveness:
-Action 6.2 Inclusive Practices demonstrated emerging effectiveness, as access to the least restrictive environment increased from 44.3% to 51.12% of students participating in general education settings 80% or more of the day, while more restrictive placements (<40%) decreased from 19.4% to 14.87%.
-Action 6.5 College and Career also showed emerging effectiveness, with the College and Career Indicator improving from Yellow to Orange,

though outcomes remain inconsistent.

Mixed or Limited Effectiveness:
-Action 6.3 Curriculum and Instruction showed limited effectiveness. Academic performance remains low, with ELA improving from Red to Orange but remaining stagnant, and Math improving from Red to Orange. These results indicate some progress but continued need for stronger instructional practices and supports.
-Action 6.7 Professional Development and Action 6 Parent Engagement showed mixed effectiveness. Suspension rates improved from Orange to Green before returning to Orange, indicating inconsistent implementation of behavioral supports. A-G completion rates increased from 15% to 24% but declined back to 15%, and parent survey data is not yet available to fully assess impact.

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

Changes to Actions
-Add 1.0 FTE BCBA to support students with IEPs and develop a districtwide behavior support and training program for both special education and general education staff

No changes to Metrics

*An asterisk indicates items that are new or revised for the 2026–27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Continue to support the Base Program for the Special Education Program	a. Appropriately credentialed and highly qualified certificated teachers, including Specialists such as Speech and Occupational Therapists b. Paraeducators c. Benefits & Payroll costs d. Contracted Services, including alternative placements e. Materials and Supplies f. Non-Public School program g. Provide 2 prep periods for mild/moderate teachers for IEP h. Provide paraprofessional training i. Provide mentoring support to new SPED teachers j. Implement a visually structured life skills program (non staff)	$18,550,000.00	No

Action #	Title	Description	Total Funds	Contributing
		k. Hire a program specialist		
6.2	Inclusive Practices	a. Additional education specialists to support co-teaching b. Collaboration meeting stipend between general education teachers and case managers c. Co-teaching training with San Mateo County Office of Education	$18,000.00	No
6.3	Curriculum and Instruction	a. Support students with disabilities in accessing and engaging with state standards-aligned instruction, assessments, and learning activities b. Provide ongoing professional development opportunities for special education staff to enhance their knowledge and skills in delivering high-quality instruction, accommodations, and support services c. Use ongoing assessment data to monitor student progress, identify areas of need, and adjust instruction and support services accordingly d. Explore to adopting a reading intervention program e. Practice with CAASPP problems and accommodations in tutorial f. Explore pathways to support General Education teachers in earning a Special Education credential. g.Pilot a reading intervention support section to assist students who need additional support in phonics and reading fluency.*	$0.00	No
6.4	IEP Compliance	a. Ensure consistent and thorough implementation of Individualized Education Programs b. Ensure IEP timelines are met and draft reports are completed before the scheduled IEP meeting c. Consider other potential eligibilities during triennials d. Training and de-escalation of staff and student e. Create a system to monitor fidelity of IEP implementation (Functional Behavior Assessment, Behavior Intervention Plans, etc) f. Add 1.0 FTE BCBA to support students with IEPs and develop a districtwide behavior support and training program for both special education and general education staff	$190,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.5	College and Career Readiness for Stdents with IEP	a. Develop and implement comprehensive transition plans focusing on acquiring necessary skills for post-secondary education, employment, and independent living	$0.00	No
6.6	Parent/Guardian Involvement	a. Family workshops b. Special Education Parent Advisory Committee c. Organize a parent engagement event designed to foster connections between families and school staff.*	$0.00	No
6.7	Professional Development	a. Safety Care Training on de-escalation of staff and student. Explore ways to offer informational training to staff on de-escalation techniques* b. Constructing Meaning c. Universal Design for Learning Develop strategies to communicate UDL-related instructional shifts to students so they understand how these changes support their learning*	$10,000.00	No
6.8	Mental Health Programs for Students with Disabilities*	a. Redesign a continuum of Mental Health Programs for students with IEP to be more educationally based rather than clinically based. b. Provide comprehensive training for mental health therapists in the following areas: • Integrating mental health support within the school curriculum • Developing treatment plans and mental health goals with clear benchmarks for progress monitoring • Enhancing skills in clinical intervention tools and practices • Conducting education-focused mental health assessments, including training on protocols and proceduresls c. Through the IEP process, determine and document the continuum of related services needed for all students, i.e., individual, group, behavioral, and parent coaching. At each meeting, discuss and document the current services and goals to meet the least restrictive environment (LRE) and the Free and Appropriate Education (FAPE) offer. Additional services may need to be discussed based on the student's individual needs.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		d. Hire a full-time (1.0 FTE) Mental Health Therapist to support Terra Nova High School's mental health program (new position to replace Behavioral Health Recovery Services therapist) e. Hire a 0.6 FTE Clinical Supervisor to provide oversight, coaching, and professional development for mental health therapists, and a 0.4 FTE Mental Health Therapist to increase direct student services (restructure current position) f. Explore and evaluate billing options for mental health and wellness services provided to students, including the feasibility of establishing in-house billing processes through dedicated staff or contracting with a third-party billing company. The goal is to identify sustainable funding streams, such as Medi-Cal or other reimbursement programs, to support and expand student mental health services.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Facilities Inspection Tool Tool to determine if a school facility is in “good repair” Data Source: FIT Tool	2023-2024 Facilties are classified in GOOD standard	2024-2025 Facilities are classified in GOOD standard	2025-26 Facilities are classified in GOOD standard	2026-2027 EXAMPLARY Standard	No difference from baseline. Maintained at "good" standard.
7.2	Certificated Staff Retention Rate Percent of certificated (non-management) staff	2022-23 to 2023-24 90% of certificated (non-admin) staff remained as an employee of JUHSD	2023-24 to 2024-25 90% of certificated (non-admin) staff remained as an	2024-25 to 2025-26 93% of certificated (non-admin) staff remained as an	2025-26 to 2026-27 >90% of staff remains employed with JUHSD	3% of certificated (non-admin) staff remained as an employee of JUHSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who continue to be employed the next year Data Source: CALPADS	Ethnic Breakdown of certificated (non-management) staff in 2023-24 African American/Black = 1% Asian = 8% Filipino = 17% Hispanic = 11% Pacific Islander = 0% White = 59% 2 or More = 3%	employee of JUHSD Ethnic Breakdown of certificated (non-management) staff in 2024-25 African American/Black = 1% Asian = 8% Filipino = 14% Hispanic = 16% Pacific Islander = 0% White = 56% 2 or More = 3%	employee of JUHSD Ethnic Breakdown of certificated (non-management) staff in 2024-25 African American/Black = 1% Asian = 8% Filipino = 14% Hispanic = 15% Pacific Islander = 1% White = 56% 2 or More = 4%		Ethnic Breakdown of certificated (non-management) staff in 2024-25 African American/Black = remained the same Asian = remained the same Filipino = decreased by 3% Hispanic = increased by 4% Pacific Islander = increased by 1% White = decreased by 3% 2 or More = increased by 1%
7.3	Administrator Retention Rate Percent of administrators who continue to be employed the next year Data Source: CALPADS	2022-23 to 2023-24 90% of administrators remained as an administrator at JUHSD Ethnic Breakdown of administrators in 2023-24 African American/Black = 0% Asian = 13% Filipino = 6% Hispanic = 10%	2023-24 to 2024-25 86% of administrators remained as an administrator at JUHSD Ethnic Breakdown of administrators in 2024-25	2024-25 to 2025-26 93% of administrators remained as an administrator at JUHSD Ethnic Breakdown of administrators in 2025-26	2025-26 to 2026-27 >90% of staff remains employed with JUHSD	3% increased in retention rate of administrators Ethnic Breakdown of administrators in 2025-26 African American/Black = remained the same Asian = increased by 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander = 0% White = 61% 2 or More = 10%	African American/Black = 3% Asian = 17% Filipino = 7% Hispanic = 14% Pacific Islander = 0% White = 52% 2 or More = 7%	African American/Black = 0% Asian = 17% Filipino = 7% Hispanic = 13% Pacific Islander = 0% White = 57% 2 or More = 7%		Filipino = increased by 1% Hispanic = increased by 3% Pacific Islander = remained the same White = decreased by 4% 2 or More = decreased by 3%
7.4	Communication Survey (1 - very dissatisfied and 4 - very satisfed Percent of parents, students and staff who are satisfied or very satisfied with the communication between district/school and the JUHSD Community (students, families, staff) Data Source: Local	2023-24 0	2024-25 0	2025-26 0	2026-27 >70% parents, students, and staff are satisfied or very satisfied with communication from the district/school	No difference. Baseline in 2025-26
7.5	Parent Survey Track for improvement in responses 1. Parents feel welcome to participate at this school 2. School encourages me to be an active partner 3. School actively seeks the input of parents	2022-2023 1. Parents feel welcome to participate at this school = 69% Agree or Strongly Agree 2. School encourages me to be an active partner with the school in educating my child =	2023-2024 1. Parents feel welcome to participate at this school = 76% Agree or Strongly Agree 2. School encourages me to be an active	2024-25 1. Parents feel welcome to participate at this school = 80% Agree or Strongly Agree 2. School encourages me to	2025-2026 At least 85% to all target survey questions	1. 11% increase in parents who feel welcome to participate at their school 2. 7% increase in school encouraging parents to be an active partner

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4. School is a safe place for my child 5. School has clean and well-maintained facilities/properties Data Source: CA School Parent Survey	77% Agree or Strongly Agree 3. School actively seeks the input of parents before making important decisions = 60% Agree or Strongly Agree 4. School is a safe place for my child = 79% Agree or Strongly Agree 5. School has clean and well-maintained facilities/properties = 74% Strongly Agree	partner with the school in educating my child = 82% Agree or Strongly Agree 3. School actively seeks the input of parents before making important decisions = 63% Agree or Strongly Agree 4. School is a safe place for my child =88% Agree or Strongly Agree 5. School has clean and well-maintained facilities/properties = 80% Strongly Agree	be an active partner with the school in educating my child = 84% Agree or Strongly Agree 3. School actively seeks the input of parents before making important decisions = 61% Agree or Strongly Agree 4. School is a safe place for my child =86% Agree or Strongly Agree 5. School has clean and well-maintained facilities/properties = 80% Strongly Agree		3. 1% increase in school actively seeking the input of parents before making important decisions 4. 7% increase in feeling that school is a safe place for their child 5. 6% increase in recognizing that school has clean and well-maintained facilities/properties
7.6	Ineffective Teacher Rate • An individual whose assignment is legally authorized by an emergency permit that does not require	2021-2022 6.3% of teachers are identified as Ineffective	2022-2023 6.9% of teachers are identified as Ineffective	2024-25 8.2% of teachers are identified as Ineffective	2024 - 2025 Less than 5% of teachers identified as Ineffective	1.9% increase in teachers identified as ineffective

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Data Source: Dataquest - Teaching Assignment Monitoring Outcomes"					
7.7	Out of Field Teacher Rate A credentialed teacher who has not yet demonstrated subject matter competence in	2021-22 9.3% of teachers are identified as Out of Field	2022-2023 5.9% of teachers are identified as Out of Field	2022-2023 2.8% of teachers are identified as Out of Field	2024 - 2025 Less than 5% of teachers identified as Out of Field	6.5% decrease in teachers identified as Out of Field

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the subject area(s) or for the student population to which he or she is assigned Data Source: Dataquest - Teaching Assignment Monitoring Outcomes					
7.8	Inexperienced Teacher Rate Percentage of teachers who has two or fewer years of teaching experience Data Source: CALPADS Report 4.4	2023-24 0	2024-2025 15% of teachers have two or fewer years of teaching experience	2025-26 13% of teachers have two or fewer years of teaching experience	2026-27 <12% of teachers have two or fewer years of teaching experience	2% decrease in teachers with two or fewer years of teaching
7.9	Staff Self-Assessment of Increased Capacity and Confidence in Implementing PD Strategies Learning Recovery Emergency Block Grant Metric Data Source: Local	2023-24 0	2024-25 0	2025-26 0	2026-27 Increase the percentage of staff reporting improved capacity and confidence in applying PD strategies from baseline by 5%	No diference. Baseline set in 2026-27

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.

The district made significant progress in implementing planned actions while adapting to emerging needs and challenges throughout the year. Implementation focused on maintaining safe and supportive learning environments, strengthening communication, and expanding supports for unduplicated students.

Successful Implementation:
-Action 2 Safe, Clean, and Well-Maintained Facilities – Continued regular site walkthroughs, emergency preparedness structures, and custodial training to ensure safe and clean learning environments across sites.
-Action 4 Recruit and Retain High-Quality Staff – Maintained recruitment incentives, credentialing supports, and professional learning opportunities, including ongoing Universal Design for Learning training to strengthen staff capacity.
-Action 5 Instructional Materials and Supplies – Continued adoption and pilot of standards-aligned materials, including OpenSciEd and CommonLit, to support instructional quality and alignment.
-Action 8 Student Voice and Participation – Sustained Student Advisory Council structures, listening sessions, and student leadership opportunities to strengthen student engagement and voice.
-Action 10 Tutoring and Student Supports – Implemented online tutoring through Paper, with 870 students completing 4,398 activities and receiving 1,416 hours of support, with strong engagement in writing supports.

Implementation Challenges:
-Action 10 Tutoring Implementation – While writing supports exceeded targets, overall student activation, teacher assignment, and use of other features (e.g., live help, missions) remained below targets, indicating inconsistent integration into instruction.

Modified Implementation:
-Action 4 Professional Development – Adjusted delivery of professional learning to include ongoing virtual follow-up sessions after initial in-person training, increasing accessibility and sustained engagement.
-Action 11 Site-Based Supports for Unduplicated Students – Sites tailored use of LCFF supplemental funds to address specific needs, including counseling, social-emotional supports, instructional alignment, and student engagement strategies such as workshops and enrichment opportunities.

Non-implemented Actions:
-All actions are in progress. Some components, including full implementation of communication systems and expanded use of tutoring features, will require continued refinement and support in the coming year.

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

7.1 Base program for all students - No material difference

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

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

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

7.5 Purchase Standards-Aligned Instructional Materials and Supplies - Expenditures were lower than budgeted as there were no new textbook adoption for 2025-26

7.6 Enhance Technology to Improve Learning Outcomes - Expenditures were slightly higher than budgeted, as the original amount was only an estimate.

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

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

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

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

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

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 7, as demonstrated by both quantitative data and qualitative indicators.

Strong Effectiveness:

-Action 2 Safe, Clean, and Well-Maintained Facilities demonstrated strong effectiveness, as facilities consistently maintained a “Good” rating on the Facilities Inspection Tool across all years.
-Action 4 Recruit and Retain High-Quality Staff also demonstrated strong effectiveness, with certificated staff retention increasing from 90% to 93% and administrator retention improving from 86% to 93%, indicating a more stable workforce.

Emerging Effectiveness:
-Action 6 Enhance Technology and Action 9 Communication Systems show emerging effectiveness, as systems and platforms have been implemented, though additional training and consistent use across sites are needed.
-Action 7 Parent Engagement and Action 10 Student Supports also show emerging effectiveness, with structures and supports in place, but outcome data is still developing to determine full impact.

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

No changes in actions nor metrics.

*An asterisk indicates items that are new or revised for the 2026–27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Base program for all students	Teachers (22.7:1) Counselors 400:1 School Psychologists (4) Administrators (23) Classified Staff excluding Paraeducators Librarians (4) Custodial & Maintenance Staff Utilities Curriculum, Materials & Supplies New device & device maintenance purchases Technology support staff (7)	$53,740,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Internet connection Benefits & Payroll costs		
7.2	Safe, Clean, and Well-Maintained Facilities	a. Implement continuous education programs focusing on composting, recycling, and responsible landfill practice b. Energy and utilities audit c. Establish a task force	$0.00	No
7.3	Sustainable Practices Across School Operations	a. Implement continuous education programs focusing on composting, recycling, and responsible landfill practice b. Energy and utilities audit c. Establish a task force	$0.00	No
7.4	Recruit and Retain High-Quality Staff with Appropriate Credentials	a. Hiring bonus in math, science, world language, and special education b. Career Technical Education credentials c. California Subject Examinations for Teachers (CSET) in areas of need d. CTEL exams e. Tier 2 administrative credential f. Coaching and leadership training for administrators g. Induction coordinator for General Education h. Special Education intern supervisor for Special Education i. Provide professional development to staff with a special focus on Universal Design for Learning, math, English Language Development, co-teaching, personal finance, library services (certificated and classified) ----------	$326,000.00	No

Action #	Title	Description	Total Funds	Contributing
		LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 7.4i: Professional Development Explanation: JUHSD's needs assessment revealed achievement gaps on state assessments and graduation rates among English Learners, students with disabilities, and socioeconomically disadvantaged students. To address these disparities, the district will use Learning Recovery Emergency Block Grant funds to provide targeted professional development in Universal Design for Learning (UDL), math, English Language Development (ELD), co-teaching, personal finance, and library services. This action aligns with LREBG allowable uses by: • Enhancing instructional quality through evidence-based professional development, • Addressing diverse learning needs and barriers to achievement, • Supporting inclusive practices that improve academic outcomes and engagement. Research confirms that UDL and co-teaching foster equitable access to learning (CAST, 2018; Friend et al., 2010), and that PD in math and ELD improves alignment with standards and assessment outcomes (Darling-Hammond et al., 2017). This comprehensive approach builds educator capacity to raise student achievement and support graduation success for all learners. Metric 7.9 - Staff Self-Assessment of Increased Capacity and Confidence in Implementing PD Strategies Cost: $50,000		
7.5	Purchase Standards-Aligned Instructional	a. Materials and supplies b. Textbook adoption (English, Physics, Chemistry)	$350,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Materials and Supplies			
7.6	Enhance Technology to Improve Learning Outcomes	a. Ed Tech Tools b. Refresh phone system c. Ongoing Student Information System training and support	$50,000.00	No
7.7	Enhance Parent Engagement and Involvement	a. Parent workshops	$1,000.00	No
7.8	Amplify Student Voice and Engagement	a. Student Advisory Council b. Monthly meeting between Student Advisory Council and Principal c. School climate survey d. Associated Student Body training for students e. Peer assistance program training and material f. Election of Student Advisory Council by student body g. Listening Sessions h. Peer buddy program that pairs students, especially those who are new or need additional support, with trained peer mentors to help build belonging, engagement, and school connection.* i. Explore and expand student activities and interaction opportunities that intentionally include a variety of formats and settings to engage students with different personalities and needs, with the goal of increasing participation, connection, and sense of belonging across all student groups.*	$30,000.00	No
7.9	Communication Among Students, Parents, Staff, and Community members	a. Weekly district updates to staff and community b. Mass communication platform c. Social media presence d. Up-to-date district and school websites e. Interpretation and translation services f. Director of Communication g. Training on communication platform h. Website redesign	$275,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.10	Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income)	a. Online Tutoring b. Basic materials and supplies ---------- LEARNING RECOVERY EMERGENCY BLOCK GRANT Action 7.10: Online Tutoring Explanation: JUHSD's needs assessment identified learning gaps in math and English, especially among historically underserved student groups. Using Learning Recovery Emergency Block Grant funds, the district will provide 24/7 online tutoring to ensure students have continuous, personalized academic support beyond the school day. This action aligns with LREBG allowable uses by: -Expanding evidence-based learning supports, -Providing tutoring to accelerate academic proficiency, -Supporting progress in core subjects linked to CAASPP performance and graduation readiness. Research shows that timely, targeted tutoring is one of the most effective interventions for improving student achievement (Robinson et al., 2021). This service helps increase student confidence, engagement, and course completion—key contributors to graduation success. Metric 4.1 - Graduation Rate (Adjusted Cohort Graduation Rate of students who receive a standard high school diploma within 4 years) Cost: $140,000	$140,000.00	No
7.11	Allocate Site Funds to Provide Targeted Supports for	Jefferson High School $90,500 Oceana High School $21,100 Terra Nova High School $23,500	$280,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Unduplicated Students	Thornton High School $36,700 Westmoor High School $108,500		

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
$$3,377,256	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.025%	0.000%	$0.00	7.025%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Tiered and Integrated Wellness and Mental Health Staffing	This action is being provided to all students because all students benefit from access to mental health and wellness support that helps them stay engaged, attend school regularly, and succeed academically. English learners, foster youth, and students from low-income households receive the additional benefit of targeted support that addresses the specific challenges they are more likely to experience, including higher levels of	2.5 Chronic Absenteeism 2.6 CA Healthy Kids Survey Question on "School Perceived as Safe or Very Safe" 2.7 Percent of students seved by the mental health staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: After analyzing the suspension and chronic absenteeism rate, there is a significant disproportionate outcomes among students in the unduplicated student groups. To support this, we recognize the need for wellness counselors to oversee the social emotional mental health programs. We expect that students will feel more connected and engaged with the support of these staff, thus decreasing the susupension and chronic absenteeism rate of our unduplicated student groups. **Scope:** LEA-wide	stress, disengagement, and barriers outside of school. This action was determined based on district data showing that English learners and socioeconomically disadvantaged students are performing at the lowest levels in English Language Arts and mathematics on the California School Dashboard. Student surveys and empathy interviews also show that these students often feel disconnected and undervalued. At the same time, local data shows that increased wellness staffing is effective, as 75% of English learners received at least one wellness service and 100% of foster youth and students experiencing homelessness received wellness check-ins during the 2024–25 school year. Providing this support across the district ensures that all students have consistent access to services, regardless of which school they attend. A districtwide model allows for a more coordinated and timely response to increasing student needs, including rising levels of anxiety, depression, and trauma-related behaviors. This is the most effective use of funds because it directly addresses barriers that impact student learning, such as higher rates of absenteeism and suspension among English learners and low-income students. By investing in wellness staff and a coordinated system of support, the district is able to provide early, culturally responsive interventions that strengthen student connection, improve attendance, and reduce the need for more intensive interventions. Because these challenges	

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
		disproportionately affect unduplicated students, this action is expected to have the greatest positive impact on their outcomes and is aligned with the district's goal of creating safe, supportive, and inclusive school environments.	
2.3	**Action:** Staffing to oversee attendance, discipline, mental health, and social emotional learning **Need:** In 2025-26, chronic absenteeism remains a significant concern across JUHSD, with a rate of 21.6% for all students and even higher rates for unduplicated pupils: 36.5% for English learners and 32% for socioeconomically disadvantaged students, compared to 15% for non-SED students. These disparities, coupled with discipline data and student survey responses, reveal a broader need to improve student engagement, mental health support, and school climate—particularly for our most vulnerable student groups. There is a demonstrated need for an administrator primarily dedicated to serving unduplicated pupils (UP). This role focuses on improving school climate and culture, reducing truancy, increasing student engagement, and boosting parental involvement. The decision to allocate funds for this staffing support is based on clear evidence of disproportionality in outcomes for English learners, low-income students, and foster youth.	This action is being provided to all students because all students benefit from consistent access to support in attendance, behavior, mental health, and social-emotional learning, which helps them stay engaged and succeed in school. English learners, foster youth, and students from low-income households receive the additional benefit of targeted support, particularly at schools with the highest populations of these student groups, where the need for these services is greatest. This action was determined based on the need for consistent, districtwide support systems, especially since many students move between school sites and require continuity in services. Dedicated staff can proactively identify students experiencing attendance challenges, behavioral concerns, or mental health needs and provide early intervention. They also work closely with students and families to develop individualized support plans, helping to address issues before they escalate. . This is the most effective use of funds because it supports early identification, coordinated intervention, and a positive school climate. Staff trained in strategies such as family conferencing and structured problem-solving approaches help build trust, connection, and a sense of safety for students. Because English learners, foster youth, and low-income students are disproportionately	2.1 - Suspension Rate 2.3 - Discipline Referral Rate 2.9 - Risk ratio for in school suspensions 2.10 - Risk ratio for out of school suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, Healthy Kids Survey results indicate a need to strengthen relationships between students and staff, as well as among staff members. By overseeing attendance, discipline, mental health, and social-emotional learning (SEL), this dedicated site-level role will ensure a coordinated, equity-centered approach to addressing barriers to success and creating inclusive, supportive learning environments districtwide. Suspension Rate: all students = 4.4% (1.3% increase from previous year) English Learner = 8.6% (4% increase from previous year) | Socioeconomicaly Disadvantaged = 6.9% (3.2% increase from previous year) | Foster Youth = 20% (20% decrease from previous year). **Scope:** LEA-wide	impacted by attendance, discipline, and social-emotional challenges, this action is expected to have the greatest positive impact on their engagement, well-being, and academic success, and is aligned with the district's goals.	
3.7	**Action:** Instructional Coaching **Need:** Instructional coaching will meet the needs of English learners, foster youth, students experiencing homelessness, and low-income students, which include persistent achievement gaps in mathematics and English language arts, lower rates of college and career readiness, and, for English learners, limited progress in English language	This action is being provided to all students because all students benefit from high-quality instruction that is continuously improved through data-informed coaching cycles. English learners will receive the additional benefit of integrated language development, targeted scaffolds, and increased opportunities for academic discourse to support progress toward reclassification. Foster youth, students experiencing homelessness, and low-income students will benefit from more consistent access to rigorous, engaging instruction and targeted supports to address unfinished learning.	3.1 - Renaissance benchmark assessments in ELA 3.2 Renaissance benchmark assessments in math 3.3 Smarter Balanced Scores in ELA 3.4 Smarter Balanced Scores in math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	proficiency as evidenced by the orange in the English Language Profiency Indicator. By implementing job-embedded instructional coaching that includes goal setting, observation, feedback, and reflection through structured coaching cycles, the District will improve teacher capacity to deliver standards-aligned, inclusive, and culturally responsive instruction. For English learners, this will result in increased access to academic language development and grade-level content. For foster youth, students experiencing homelessness, and low-income students, this will improve access to rigorous instruction, targeted supports, and consistent instructional practices across classrooms. These improvements are intended to increase student engagement, strengthen conceptual understanding, and accelerate academic progress, thereby narrowing achievement gaps across student groups. **Scope:** LEA-wide	This will be effective because instructional coaching has been shown to improve both teacher practice and student achievement. A meta-analysis by Matthew A. Kraft, David Blazar, and Dylan Hogan (2018) found that coaching leads to significant positive impacts on instructional quality and student outcomes, particularly when sustained over time. This is the most effective use of funds because instructional coaching builds systemwide teacher capacity, allowing the district to improve instruction across classrooms rather than through isolated supports. This approach maximizes impact and provides a disproportionately positive benefit for English learners, foster youth, students experiencing homelessness, and low-income students	3.7 Classroom walkthroughs
5.4	**Action:** Parent and Community Engagement of Students Learning English **Need:** English Learners and their families, particularly at sites with higher concentrations of	This action is being provided to all students because all students benefit when families are informed, connected, and able to actively participate in their student's education. English learners will receive the additional benefit of strengthened communication between home and school, including language-accessible outreach, family engagement opportunities, and support in understanding reclassification, academic progress, and available services. Foster youth, students	5.13 Parent Survey 5.14 Student Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	multilingual and newcomer students, face barriers to fully engaging with the school system, which can impact student outcomes. While parent satisfaction remains high (4.70 out of 5), student outcomes such as low proficiency rates (5% ELA, 1% Math) and declining language proficiency (ELPAC 15% to 10%) indicate a need for stronger family-school partnerships to support student learning. Barriers include language differences, limited familiarity with the U.S. education system, and challenges accessing school and community resources. These factors highlight the need for targeted, culturally responsive outreach and support. **Scope:** Schoolwide	experiencing homelessness, and low-income students will benefit from improved family-school partnerships that help identify needs early and connect students to appropriate academic, social-emotional, and basic needs supports. This will be effective because family engagement is strongly connected to improved student outcomes, including attendance, academic achievement, and school connectedness. When schools build trusting relationships with families and provide culturally and linguistically responsive communication, families are better able to support student learning and partner with staff to address barriers. This is the most effective use of funds because parent and community engagement builds the district's capacity to support students beyond the classroom. By improving communication, access, and partnership with families, the district can better support English learners, foster youth, students experiencing homelessness, and low-income students in ways that are responsive, timely, and coordinated.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.1	**Action:** Newcomer Wrap Around Intake Process and Supports **Need:** Newcomer English Learners enter the district with significant needs in language acquisition, academic readiness, and socioemotional support, which impacts their ability to access instruction and remain on track for graduation. District data shows low overall performance for English Learners, including only 5% meeting or exceeding standards in ELA and 1% in Math on Smarter Balanced assessments, and 0% meeting science standards in 2024-25. Additionally, English language proficiency outcomes have declined, with ELPAC proficiency decreasing from 15% to 10% and the English Learner Progress Indicator declining from Green to Orange. Barriers include limited or interrupted prior schooling, language barriers, and unfamiliarity with the U.S. school system. These factors	These actions are designed to provide a comprehensive and coordinated system of support that addresses the academic, linguistic, and socioemotional needs of newcomer English Learners. The wraparound intake process ensures that students are accurately assessed, appropriately placed, and connected to services based on their individual needs from the point of enrollment. Designated ELD courses and newcomer sections provide targeted language instruction and foundational academic support in smaller class sizes, allowing for more individualized instruction and increased opportunities for language development. Expanded counseling and wellness services address barriers related to adjustment, mental health, and engagement. Continued support from the English Language Development Teacher on Special Assignment ensures ongoing monitoring, instructional guidance, and coordination of services for students with the greatest needs. Additional supports, including access to school supplies, health services, and district-level intake assistance, help remove barriers to participation and ensure students can fully engage in their learning. Together, these actions create a structured system that accelerates language acquisition, supports academic progress, and	5.10 - English Language Proficiency Indicator 5.12 Reclassification Rate 5.13 Parent Survey 5.14 Student Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	highlight the need for a structured intake process and coordinated wraparound supports to ensure appropriate placement and immediate access to services. **Scope:** Limited to Unduplicated Student Group(s)	increases the likelihood of graduation for newcomer English Learners.	
5.2	**Action:** Supports for Long-Term English Learners **Need:** Long-Term English Learners are not making sufficient progress toward English language proficiency and reclassification, as evidenced by stagnant academic outcomes and declining language proficiency. Only 5% of LTEL students met or exceeded standards in ELA and 3% in Math, with no improvement in science performance (0%). Additionally, overall ELPAC proficiency declined from 15% to 10%, and the ELPI remained Orange. While some growth is seen in local measures such as STAR Math (66.4%), ELA growth declined to 52.4%, indicating inconsistent progress. Barriers include persistent gaps in academic language, limited integration of language development within content instruction, and inconsistent instructional practices. These trends indicate a need for more targeted and integrated ELD supports.	These actions are designed to strengthen both designated and integrated English Language Development to better support Long-Term English Learners in developing academic language and accessing grade-level content. Designated ELD sections provide targeted instruction focused on addressing persistent language gaps and accelerating progress toward reclassification. The integration of the Constructing Meaning pillars into content-area classes ensures that language development occurs alongside academic learning, allowing LTELs to build language skills within meaningful contexts in math, science, and social studies. This approach increases access to rigorous instruction while supporting comprehension, discourse, and academic vocabulary development. The addition of a designated ELD course for Long-Term English Learners with an AVID-like structure further addresses identified needs by providing a structured environment focused on academic language, organization, and student agency. This course will emphasize strategies such as note-taking, academic discourse, writing to learn, and goal setting, while also building college and career readiness skills. The AVID-like framework	5.12 Reclassification Rate 5.6 Smarter Balanced Assessment in ELA for LTEL 5.7 Smarter Balanced Assessment in math for LTEL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	promotes high expectations, collaboration, and consistent routines, helping LTELs develop the skills and confidence needed to succeed in rigorous coursework and progress toward reclassification. Professional learning for administrators and teachers builds capacity to implement consistent, research-based strategies across classrooms, ensuring alignment and coherence in instructional practices. Together, these actions create a more integrated and systematic approach to improving language proficiency, academic achievement, and reclassification outcomes for LTELs.	
5.5	**Action:** ELD Curriculum Development and Professional Learning **Need:** English Learners are experiencing inconsistent academic growth and limited progress toward proficiency, indicating a need for stronger instructional coherence and teacher capacity in ELD implementation. Local data shows variability in growth, with STAR Reading declining from 64.5% to 52.4% meeting typical growth, while STAR Math improved to 66.4%. State assessment data remains low, with only 5% meeting ELA standards and 1% in Math. Additionally, classroom walkthroughs for ELD instruction	These actions are designed to improve the coherence, consistency, and quality of English Language Development instruction across the district. Refining the ELD scope and sequence and developing benchmark assessments establishes clear expectations for instruction and provides a system for monitoring student progress, allowing for timely and targeted interventions. Structures for peer observations and focused training support the implementation of ELD standards and promote effective instructional practices, including structured student talk and academic discourse. Integrated and Designated ELD professional learning strengthens teacher capacity to embed language development within content-area instruction, ensuring that English Learners can access rigorous, grade-level curriculum. Ensuring access to rigorous courses with appropriate supports and accommodations helps	5.1 Designated ELD classroom administrator walkthrough 5.2 - Renaissance - STAR Reading Student Growth Percentile of EL Students 5.3 - Renaissance - STAR Math Student Growth Percentile of EL Students 5.4 Smarter Balanced Scores of Standard Met or Above - ENGLISH (all EL classification 5.5 Smarter Balanced Scores of Standard Met or Above - MATH (all EL classification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	have remained limited at 1–2 times per year, suggesting a need for stronger instructional monitoring and support. Barriers include inconsistent implementation of ELD standards, variability in instructional practices, and limited opportunities for structured academic discourse. These trends highlight the need for aligned curriculum, professional learning, and progress monitoring systems. **Scope:** Limited to Unduplicated Student Group(s)	close opportunity gaps and promotes higher levels of academic achievement. The EL Teacher on Special Assignment (TOSA) provides ongoing coaching, professional development, and oversight of progress monitoring, ensuring alignment and continuous improvement across sites. Together, these actions create a more systematic and responsive approach to improving language proficiency and academic outcomes for English Learners.	
5.6	**Action:** Systems and conditions to support program effectiveness of the English Language Development Program **Need:** English Learners and immigrant students are not consistently demonstrating expected growth in language proficiency and academic achievement, indicating a need for stronger systems of monitoring and program alignment. The English Learner Progress Indicator declined from Green to Orange, and ELPAC proficiency decreased from 15% to 10%. Reclassification rates have also declined (21%	These actions are designed to create a more coherent and responsive system for monitoring and supporting the progress of English Learners and immigrant students. The continued and expanded use of Ellevation, along with ongoing individualized progress monitoring, provides real-time data on students' language and academic development. This allows staff to identify needs early, adjust instruction, and implement targeted interventions to improve outcomes. Oversight by the Director of Curriculum, Instruction and Accountability, along with implementation of the EL Master Plan, ensures consistent expectations, alignment across sites, and accountability for program effectiveness. These structures support fidelity of implementation and continuous improvement of ELD services districtwide.	5.1 Designated ELD classroom administrator walkthrough 5.12 Reclassification Rate 5.4 Smarter Balanced Scores of Standard Met or Above - ENGLISH (all EL classification 5.5 Smarter Balanced Scores of Standard Met or Above - MATH (all EL classification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	to 17%), while academic outcomes on state assessments remain low. Barriers include inconsistent use of data to inform instruction, lack of real-time progress monitoring, and variability in program implementation across sites. Additionally, English Learners require more in-class support to access rigorous content due to language demands. **Scope:** Limited to Unduplicated Student Group(s)	The addition of bilingual paraprofessionals provides direct, in-class support for English Learners in mainstream courses, helping students access rigorous content, build academic language, and engage more fully in instruction. Together, these actions strengthen systems of monitoring, coordination, and support to improve language proficiency, academic achievement, and reclassification outcomes.	
5.7	**Action:** Alignment, Articulation, and High Expectations in the ELD Program **Need:** English Learners, including Long-Term English Learners and English Learners with disabilities, are not consistently accessing or succeeding in rigorous, grade-level instruction or demonstrating college and career readiness. State assessment data shows persistently low achievement, with only 5% meeting ELA standards and 1% in Math, and minimal improvement over time. LTEL outcomes remain similarly low, and science proficiency remains at 0%. These outcomes indicate	These actions are designed to increase access to rigorous instruction, strengthen alignment of supports, and expand college and career opportunities for English Learners. Placing ELD 3 students in mainstream courses ensures greater access to grade-level content while continuing to support language development, promoting higher expectations and improved academic outcomes. Strengthening IEP practices and providing targeted teacher training improves coordination between ELD and special education services, ensuring that English Learners with disabilities receive appropriate, aligned supports that address both language and learning needs. Expanding college and career exposure opportunities provides English Learners and immigrant students with access to information, experiences, and pathways that support postsecondary planning and increase engagement and motivation.	5.1 Designated ELD classroom administrator walkthrough 5.10 English Language Proficiency Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	limited access to and success in rigorous coursework. Barriers include limited integration into mainstream courses, misalignment between ELD and special education supports, and insufficient exposure to college and career pathways. Additionally, a lack of strong articulation across systems contributes to gaps in student transitions and preparedness. **Scope:** Limited to Unduplicated Student Group(s)	Ongoing articulation and alignment with partner elementary school districts and the community college system ensures continuity of supports, clearer academic pathways, and smoother transitions for students. Together, these actions create a more inclusive and aligned system that promotes access, opportunity, and successful outcomes for English Learners.	
7.11	**Action:** Allocate Site Funds to Provide Targeted Supports for Unduplicated Students **Need:** English Learners, low-income students, and foster youth are experiencing higher rates of disciplinary incidents and barriers to engagement that impact their access to instruction and overall academic success. Data shows that 11% of English Learners had one or more suspensions compared to 7% overall, and 41% of all incidents involved English Learners, with many incidents related to vaping. These trends indicate a need for stronger systems of behavioral support, supervision,	These actions are designed to address the specific needs of English Learners, low-income students, and foster youth by improving both instructional alignment and school climate. Teacher collaboration strengthens consistency in curriculum and instructional practices, ensuring that English Learners receive more coherent and accessible instruction across classrooms. Increased counseling support provided specifically for Engish learners, low income students, and foster youth to target socioemotional and behavioral interventions, particularly for students experiencing barriers related to stress, adjustment, or external factors that impact engagement. Together, these actions create a more supportive and structured environment that increases access to instruction, improves engagement, and supports positive outcomes for English Learners, low-income students, and foster youth.	1.1 Student Equity Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and prevention, as well as increased access to counseling and coordinated instructional practices. Additionally, ensuring alignment of instruction and access to supportive resources is critical to improving engagement and reducing disproportionate discipline outcomes for unduplicated pupils. **Scope:** Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

N/A

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

Staff-to-student 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 certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$48,072,601	$3,377,256	7.025%	0.000%	7.025%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$72,616,934.00	$2,849,000.00	$5,000,000.00	$1,696,291.36	$82,162,225.36	$66,311,765.36	$15,850,460.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Partnership with National Equity Project	All	No			All Schools	2024 - 2026	$0.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	$70,000.00	
1	1.2	Anti bias/Anti racism Professional Development for all staff	All	No			All Schools	2024-2027	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	
1	1.3	Teacher on Special Assignment (TOSA) for Equity, Inclusion, and Belonging and Ethnic Studies	All	No			All Schools	2024-2027	$150,000.00	$0.00	$0.00	$150,000.00	$0.00	$0.00	$150,000.00	
1	1.4	Maintain and sustain Equity Teams	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Students Organized Against Racism	All	No			All Schools	2024-2027	$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	
1	1.6	Equity Lens Tool	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Workforce Equity Plan	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.8	Affinity Groups	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.9	Ethnic Studies implementation across all school sites	All	No			All Schools	2024-2027	$2,500.00	$10,000.00	$10,000.00	$2,500.00	$0.00	$0.00	$12,500.00	
1	1.10	LGBTQ+ training, resources, and supports for students, staff, and families	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.11	Significant Disproportionality plan implementation	87 students identified through multiple criteria (benchmark assessments, grade	No			Specific Schools: Jefferson High	2024 - 2026	$140,291.36	$0.00	$0.00	$0.00	$0.00	$140,291.36	$140,291.36	

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
			point average, grades in English and/or math)				School									
2	**2.1**	Tiered and Integrated Wellness and Mental Health Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,830,544.00	$0.00	$1,561,544.00	$1,269,000.00	$0.00	$0.00	$2,830,544.00	
2	**2.2**	Social Emotional Learning Curriculum	All	No			All Schools	2024-2027	$2,500.00	$0.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
2	**2.3**	Staffing to oversee attendance, discipline, mental health, and social emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Jefferson High School, Westmoor High School	2024-2027	$393,000.00	$0.00	$393,000.00	$0.00	$0.00	$0.00	$393,000.00	
2	**2.4**	Student Attendance	All	No			All Schools	2024-2027	$0.00	$45,000.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	
2	**2.5**	Restorative Practices	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.6**	Student Wellness Supports and Services	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.7**	Student Success Team and Multi Tiered Systems of Supports	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.8**	Develop practices that promote and support staff well-being	All	No			All Schools	2024-2027	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
2	**2.9**	Community partnerships	All	No			All Schools	2024-2027	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
3	**3.1**	Universal Design for Learning	All	No			All Schools	2024-2027	$2,500.00	$5,000.00	$7,500.00	$0.00	$0.00	$0.00	$7,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.2**	Constructing Meaning	All	No			All Schools	2024-2027	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	
3	**3.3**	Grading for Equity	All	No			All Schools	2024-2027	$0.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	$30,000.00	
3	**3.4**	Professional Learning Community	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.5**	Curriculum Alignment	All	No				2024-2027	$173,000.00	$0.00	$0.00	$173,000.00	$0.00	$0.00	$173,000.00	
3	**3.6**	Benchmark Assessment	All	No			All Schools	2024-2027	$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	
3	**3.7**	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$495,000.00	$0.00	$495,000.00	$0.00	$0.00	$0.00	$495,000.00	
3	**3.8**	Culturally Relevant Texts and Materials	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.1**	Monitoring progress, providing opportunities, and equipping tools for post-secondary readiness	All	No			All Schools	2024-2027	$105,000.00	$454,960.00	$454,960.00	$105,000.00	$0.00	$0.00	$559,960.00	
4	**4.2**	Implement a Career Technical Education Program grounded in rigor, relevance, and relationships	All	No			All Schools	2024-2027	$555,000.00	$115,000.00	$555,000.00	$15,000.00	$0.00	$100,000.00	$670,000.00	

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
4	**4.3**	Comprehensive school counseling program	All	No			All Schools	2024-2027	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
4	**4.4**	College and career readiness for students at Thornton High School	All	No			Specific Schools: Thornton High School	2024-2025	$97,500.00	$0.00	$0.00	$97,500.00	$0.00	$0.00	$97,500.00	
4	**4.5**	Explore offering additional courses tailored to college and career preparation	All	No			All Schools	2024-2027	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
5	**5.1**	Newcomer Wrap Around Intake Process and Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Jefferson and Westmoor	2024-2027	$1,213,000.00	$10,000.00	$1,159,000.00	$59,000.00	$0.00	$5,000.00	$1,223,000.00	
5	**5.2**	Supports for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$135,000.00	$20,000.00	$140,000.00	$15,000.00	$0.00	$0.00	$155,000.00	
5	**5.3**	Language and Culture Assets	All	No			Specific Schools: Jefferson and Westmoor High School for Ethnic Studies pedagogy in ELD curriculum	2024-2027	$140,000.00	$5,000.00	$5,000.00	$140,000.00	$0.00	$0.00	$145,000.00	
5	**5.4**	Parent and Community Engagement of Students Learning English	English Learners	Yes	School wide	English Learners	Specific Schools: Jefferson and	2024-2027	$153,630.00	$2,500.00	$156,130.00	$0.00	$0.00	$0.00	$156,130.00	

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
							Westmoor									
5	**5.5**	ELD Curriculum Development and Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$135,000.00	$5,000.00	$140,000.00	$0.00	$0.00	$0.00	$140,000.00	
5	**5.6**	Systems and conditions to support program effectiveness of the English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$621,000.00	$0.00	$501,000.00	$0.00	$0.00	$120,000.00	$621,000.00	
5	**5.7**	Alignment, Articulation, and High Expectations in the ELD Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
6	**6.1**	Continue to support the Base Program for the Special Education Program	Students with Disabilities	No			All Schools	2024-2027	$9,610,000.00	$8,940,000.00	$17,355,000.00	$145,000.00	$0.00	$1,050,000.00	$18,550,000.00	
6	**6.2**	Inclusive Practices	Students with Disabilities	No			All Schools	2024-2027	$0.00	$18,000.00	$0.00	$18,000.00	$0.00	$0.00	$18,000.00	
6	**6.3**	Curriculum and Instruction	Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.4**	IEP Compliance	Students with Disabilities	No			All Schools	2024-2027	$190,000.00	$0.00	$0.00	$190,000.00	$0.00	$0.00	$190,000.00	
6	**6.5**	College and Career Readiness for Stdents with IEP	Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.6**	Parent/Guardian Involvement	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.7**	Professional Development	Students with Disabilities	No			All Schools	2024-2027	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	

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
6	**6.8**	Mental Health Programs for Students with Disabilities*	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
7	**7.1**	Base program for all students	All	No			All Schools	2024-2027	$48,370,000.00	$5,370,000.00	$48,740,000.00	$0.00	$5,000,000.00	$0.00	$53,740,000.00	
7	**7.2**	Safe, Clean, and Well-Maintained Facilities	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
7	**7.3**	Sustainable Practices Across School Operations	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
7	**7.4**	Recruit and Retain High-Quality Staff with Appropriate Credentials	All	No			All Schools	2024-2027	$247,000.00	$79,000.00	$101,000.00	$55,000.00	$0.00	$170,000.00	$326,000.00	
7	**7.5**	Purchase Standards-Aligned Instructional Materials and Supplies	All	No			All Schools	2024-2027	$0.00	$350,000.00	$150,000.00	$200,000.00	$0.00	$0.00	$350,000.00	
7	**7.6**	Enhance Technology to Improve Learning Outcomes	All	No			All Schools	2024-2027	$0.00	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	
7	**7.7**	Enhance Parent Engagement and Involvement	All	No			All Schools	2024-2027	$0.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	$1,000.00	
7	**7.8**	Amplify Student Voice and Engagement	All	No			All Schools	2024-2027	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	
7	**7.9**	Communication Among Students, Parents, Staff, and Community members	All	No			All Schools	2024-2027	$240,000.00	$35,000.00	$275,000.00	$0.00	$0.00	$0.00	$275,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.10	Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income)	All	No			All Schools	2024-2027	$0.00	$140,000.00	$0.00	$140,000.00	$0.00	$0.00	$140,000.00	
7	7.11	Allocate Site Funds to Provide Targeted Supports for Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$280,300.00	$0.00	$280,300.00	$0.00	$0.00	$0.00	$280,300.00	

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
$48,072,601	$3,377,256	7.025%	0.000%	7.025%	$4,827,974.00	0.000%	10.043 %	**Total:**	$4,827,974.00
								LEA-wide Total:	$2,449,544.00
								Limited Total:	$2,222,300.00
								Schoolwide Total:	$156,130.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	Tiered and Integrated Wellness and Mental Health Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,561,544.00	
2	**2.3**	Staffing to oversee attendance, discipline, mental health, and social emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Jefferson High School, Westmoor High School	$393,000.00	
3	**3.7**	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$495,000.00	
5	**5.1**	Newcomer Wrap Around Intake Process and Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Jefferson and Westmoor	$1,159,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.2	Supports for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$140,000.00	
5	5.4	Parent and Community Engagement of Students Learning English	Yes	Schoolwide	English Learners	Specific Schools: Jefferson and Westmoor	$156,130.00	
5	5.5	ELD Curriculum Development and Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$140,000.00	
5	5.6	Systems and conditions to support program effectiveness of the English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$501,000.00	
5	5.7	Alignment, Articulation, and High Expectations in the ELD Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	
7	7.11	Allocate Site Funds to Provide Targeted Supports for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$280,300.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$78,353,723.00	$74,672,693.94

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Partnership with National Equity Project	No	$65,000.00	$84,000
1	**1.2**	Anti bias/Anti racism Professional Development for all staff	No	$25,000.00	$0
1	**1.3**	Teacher on Special Assignment (TOSA) for Equity, Inclusion, and Belonging and Ethnic Studies	No	$150,000.00	$150,380.52
1	**1.4**	Maintain and sustain Equity Teams	No	$7,500.00	$6,462.86
1	**1.5**	Students Organized Against Racism	No	$500	$0
1	**1.6**	Equity Lens Tool	No	$0.00	$0
1	**1.7**	Workforce Equity Plan	No	$1,000.00	$0
1	**1.8**	Affinity Groups	No	$5,000.00	$2,330.73
1	**1.9**	Ethnic Studies implementation across all school sites	No	$6,000.00	$51,338.61
1	**1.10**	LGBTQ+ training, resources, and supports for students, staff, and families	No	$1,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Significant Disproportionality plan implementation	No	$143,116.00	$95,072.92
2	2.1	Tiered and Integrated Wellness and Mental Health Staffing	Yes	$2,768,000.00	$2,671,868
2	2.2	Social Emotional Learning Curriculum	No	$5,000.00	$0
2	2.3	Staffing to oversee attendance, discipline, mental health, and social emotional learning	Yes	$355,747.00	$374,423
2	2.4	Student Attendance	No	$45,000.00	$42,200
2	2.5	Restorative Practices	No	$0.00	$0
2	2.6	Student Wellness Supports and Services	No	$0.00	$0
2	2.7	Student Success Team and Multi Tiered Systems of Supports	No	$0.00	$0
2	2.8	Develop practices that promote and support staff well-being	No	$5,000.00	$4,513.65
2	2.9	Community partnerships	No	$2,500.00	$453.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Universal Design for Learning	No	$27,500.00	$14,907.10
3	3.2	Constructing Meaning	No	$10,000.00	$6,000.00
3	3.3	Grading for Equity	No	$60,000.00	$28,500
3	3.4	Professional Learning Community	No	$0.00	$0
3	3.5	Curriculum Alignment	No	$100,000.00	$94,660.92
3	3.6	Benchmark Assessment	No	$40,000.00	$38,864.04
3	3.7	Instructional Coaching	Yes	$477,500.00	$611,069.46
3	3.8	Culturally Relevant Texts and Materials	No	$0.00	$0
4	4.1	Monitoring progress, providing opportunities, and equipping tools for post-secondary readiness	No	$709,960.00	$687,220.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Implement a Career Technical Education Program grounded in rigor, relevance, and relationships	No	$670,000.00	$679,632.09
4	4.3	Comprehensive school counseling program	No	$5,000.00	$1,492.85
4	4.4	College and career readiness for students at Thornton High School	No	$0.00	$0
4	4.5	Explore offering additional courses tailored to college and career preparation	No	$13,000.00	$6,400
5	5.1	Newcomer Wrap Around Intake Process and Supports	Yes	$1,285,000.00	$1,382,284.42
5	5.2	Supports for Long-Term English Learners	Yes	$125,000.00	$131,626.30
5	5.3	Language and Culture Assets	No	$115,000.00	$137,682.35

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.4**	Parent and Community Engagement of Students Learning English	Yes	$202,500.00	$188,054.30
5	**5.5**	ELD Curriculum Development and Professional Learning	Yes	$130,000.00	$135,758.70
5	**5.6**	Systems and conditions to support program effectiveness of the English Language Development Program	Yes	$614,000.00	$643,167.48
5	**5.7**	Alignment, Articulation, and High Expectations in the ELD Program	Yes	$0.00	$0
6	**6.1**	Continue to support the Base Program for the Special Education Program	No	$17,850,000.00	$17,589,115
6	**6.2**	Inclusive Practices	No	$0.00	$0
6	**6.3**	Curriculum and Instruction	No	$0.00	$0
6	**6.4**	IEP Compliance	No	$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.5	College and Career Readiness for Stdents with IEP	No	$0.00	$0
6	6.6	Parent/Guardian Involvement	No	$0.00	$0
6	6.7	Professional Development	No	$10,000.00	$8,890.84
6	6.8	Mental Health Programs for Students with Disabilities*	No	$0.00	$0
7	7.1	Base program for all students	No	$50,700,000.00	$47,430,167
7	7.2	Safe, Clean, and Well-Maintained Facilities	No	$0.00	$0
7	7.3	Sustainable Practices Across School Operations	No	$0.00	$0
7	7.4	Recruit and Retain High-Quality Staff with Appropriate Credentials	No	$366,000.00	$264,333.70
7	7.5	Purchase Standards-Aligned Instructional Materials and Supplies	No	$550,000.00	$267,542.26
7	7.6	Enhance Technology to Improve Learning Outcomes	No	$50,000.00	$61,886

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	**7.7**	Enhance Parent Engagement and Involvement	No	$1,000.00	$0
7	**7.8**	Amplify Student Voice and Participation	No	$25,000.00	$10,160
7	**7.9**	Communication Among Students, Parents, Staff, and Community members	No	$215,000.00	$233,181.05
7	**7.10**	Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income)	Yes	$140,000.00	$205,307.13
7	**7.11**	Allocate Site Funds to Provide Targeted Supports for Unduplicated Students	Yes	$276,900.00	$331,746.64

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)
$3,387,001	$4,558,647.00	$4,417,991.69	$140,655.31	0.140%	0.140%	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)
2	2.1	Tiered and Integrated Wellness and Mental Health Staffing	Yes	$1,427,000.00	$1,187,521.00		
2	2.3	Staffing to oversee attendance, discipline, mental health, and social emotional learning	Yes	$355,747.00	$374,423.00		
3	3.7	Instructional Coaching	Yes	$477,500.00	$611,069.46		
5	5.1	Newcomer Wrap Around Intake Process and Supports	Yes	$1,100,000.00	$1,202,773.42		
5	5.2	Supports for Long-Term English Learners	Yes	$125,000.00	$131,626.30		
5	5.4	Parent and Community Engagement of Students Learning English	Yes	$152,500.00	$138,431.98		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.5**	ELD Curriculum Development and Professional Learning	Yes	$130,000.00	$135,758.70		
5	**5.6**	Systems and conditions to support program effectiveness of the English Language Development Program	Yes	$494,000	$421,387.83		
5	**5.7**	Alignment, Articulation, and High Expectations in the ELD Program	Yes	$0.00		0.14	0.14
7	**7.10**	Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income)	Yes	$20,000	$0		
7	**7.11**	Allocate Site Funds to Provide Targeted Supports for Unduplicated Students	Yes	$276,900.00	$215,000		

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)
$47,154,693	$3,387,001	0	7.183%	$4,417,991.69	0.140%	9.509%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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