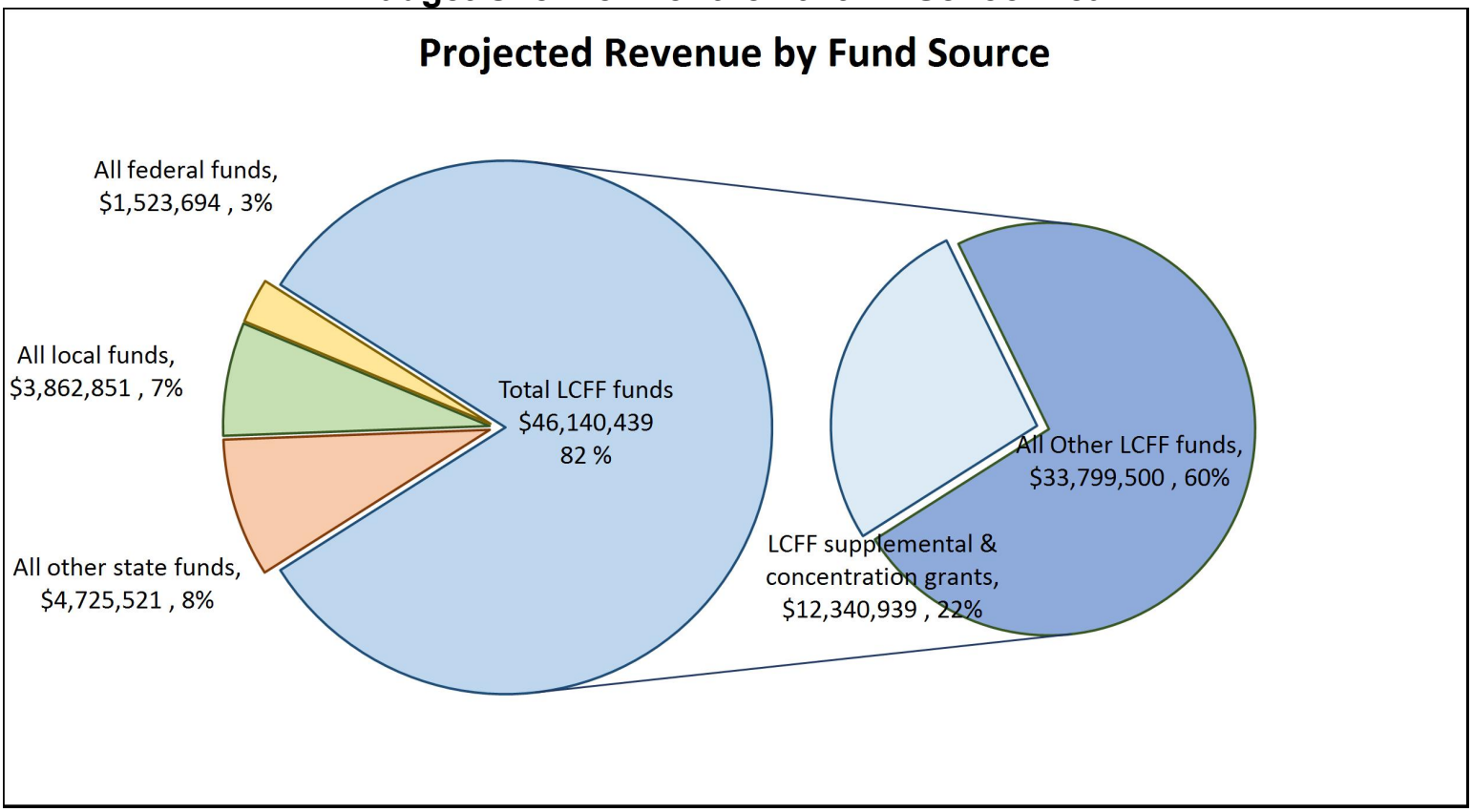
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Monterey County Joint Union High School District
CDS Code: 27-660668-000000
School Year: 2026-27
LEA contact information:
Caroline Cota, Ed.D.
Superintendent
superintendent@smcjuhsd.org
(831) 385-0606

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

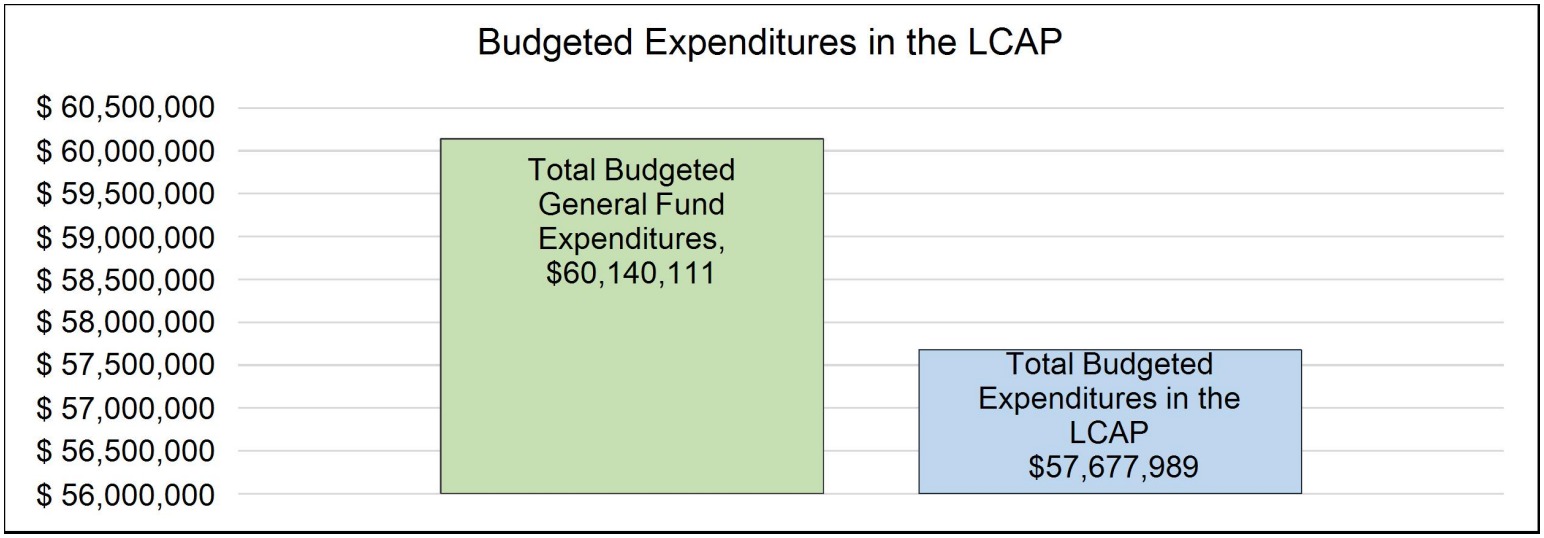


This chart shows the total general purpose revenue South Monterey County Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Monterey County Joint Union High School District is $56,252,505, of which $46,140,439 is Local Control Funding Formula (LCFF), $4,725,521 is other state funds, $3,862,851 is local funds, and $1,523,694 is federal funds. Of the $46,140,439 in LCFF Funds, $12,340,939 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much South Monterey County Joint Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: South Monterey County Joint Union High School District plans to spend $60,140,111 for the 2026-27 school year. Of that amount, $57677989 is tied to actions/services in the LCAP and $2,462,122 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

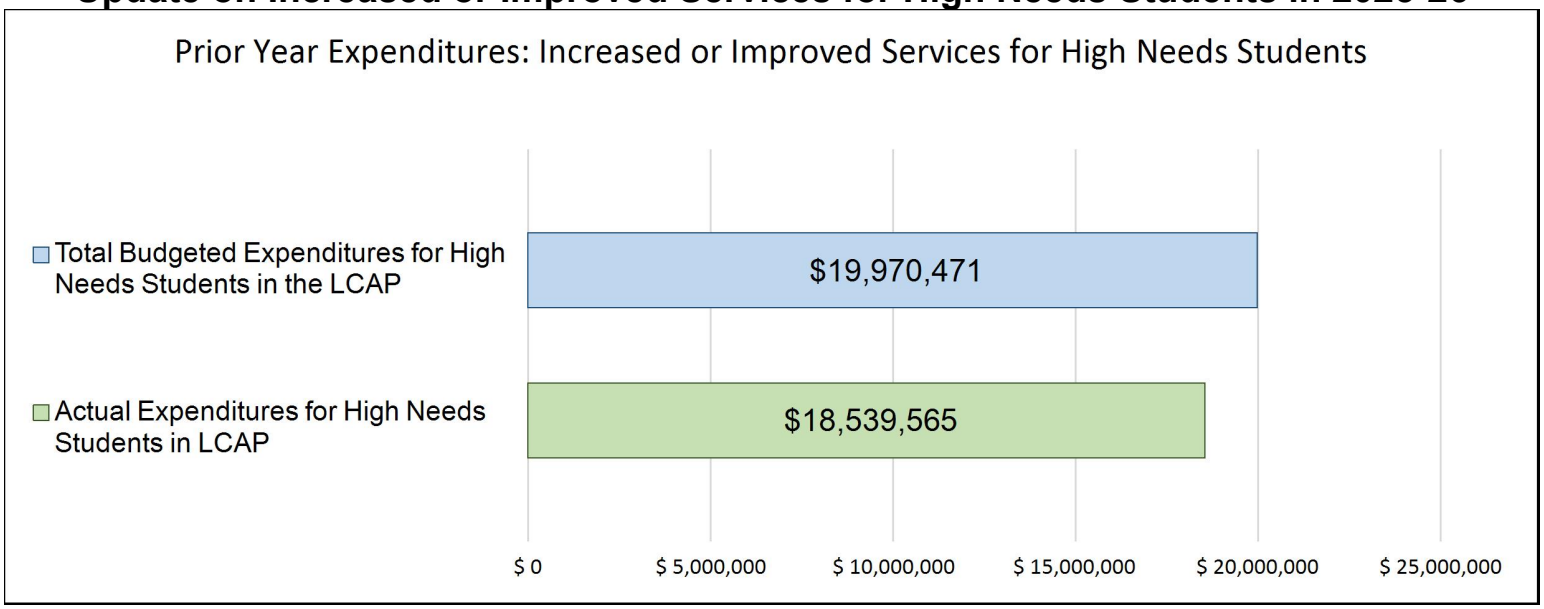
Some restricted revenues that are used for basic services or specialized programs are not included in the LCAP.

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

In 2026-27, South Monterey County Joint Union High School District is projecting it will receive $12,340,939 based on the enrollment of Foster Youth, English learner, and low-income students. South Monterey County Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. South Monterey County Joint Union High School District plans to spend $22634754 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 South Monterey County Joint Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what South Monterey County Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, South Monterey County Joint Union High School District's LCAP budgeted $19,970,470.89 for planned actions to increase or improve services for high needs students. South Monterey County Joint Union High School District actually spent $18,539,565 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,430,905.8,900,000,006 had the following impact on South Monterey County Joint Union High School District’s ability to increase or improve services for high needs students:

In the 2025-26 school year, the actual expenditures for actions and services intended to enhance or improve services for high-needs students were slightly lower than what was budgeted. The shortfall in spending was primarily due to unexpected delays the implementation phases for mental health support services (including challenges in obtaining highly qualified applicants), which postponed their implementation. The impact of this underspending on the services intended to benefit high-needs students was, fortunately, minimal.

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
South Monterey County Joint Union High School District	Caroline Cota, Ed.D. Superintendent	superintendent@smcjuhsd.org (831) 385-0606

Plan Summary [2026-27]

General Information

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

The South Monterey County Joint Union High School District (SMCJUHSD) serves the educational needs of a diverse student population in southern Monterey County, California, an area known for its rich agricultural heritage. The district encompasses several rural communities, each contributing to the vibrant, culturally rich backdrop against which educational activities and community involvement take place. SMCJUHSD manages two comprehensive high schools—King City High School and Greenfield High School—as well as Portola-Butler Continuation High School and Pinnacle Coastal Valley High School, offering alternative educational pathways to meet the varied needs of its student body. For the 2024-2025, 2025-2026, and 2026-2027 school years, both alternative schools are eligible to receive Equity Multiplier funds due to their high student turnover and a large percentage of socioeconomically disadvantaged students. The district also supports an Adult Education program, which provides vital resources for lifelong learning and skills development to the broader community. This LCAP outlines five strategic goals for 2026-27, focusing on Basic Services, College & Career Readiness, Partner Engagement, Safe & Healthy Environments, and Equity Multiplier initiatives. These goals are designed to address identified academic and social-emotional needs, particularly for unduplicated pupils and students with disabilities.

Demographically, 84.5% of the 2,666 students in SMCJHUSD are designated low income, with a large number of migrant groups from Oaxaca, Mexico, who speak various dialects like Triqui and Mixteco. Students come from a fifty-mile radius including areas such as San Antonio, San Lucas, San Ardo, Bradley, Bitterwater, and Fort Hunter Liggett. The district's student body includes a significant percentage of Hispanic or Latino students, reflecting the local community's composition. There is also a notable proportion of English Learners (ELs) and students with disabilities, highlighting the district's commitment to inclusive education. SMCJUHSD is dedicated to offering tailored support to these groups, ensuring all students have the opportunities and resources necessary to succeed academically and personally. The district's

academic programs are comprehensive, with a strong emphasis on both core academic courses and a variety of electives that cater to diverse interests and career aspirations. Students have access to Advanced Placement (AP) courses, Dual Enrollment courses, a robust Career Technical Education (CTE) program with pathways in sectors such as agriculture, business, health sciences, and technology, and a range of support services designed to boost college and career readiness.

Portola-Butler Continuation High School and Pinnacle Coastal Valley High School receive Equity Multiplier funding, which provides additional resources to address the unique needs of their students and expand targeted academic, college and career, and student support services.

Extracurricular and co-curricular activities including athletics are pivotal in SMCJUHSD, with a variety of competitive sports fostering teamwork and school spirit. The district also offers clubs and organizations that support the arts, sciences, agriculture, and community service, providing students with a well-rounded educational experience. These programs not only enhance students' educational outcomes but also play a crucial role in personal development and community engagement. The district has received accolades for its educational initiatives, including improvements in graduation rates, college and career readiness, and achievements in state and national academic competitions, underscoring its commitment to excellence. Through its comprehensive educational offerings, SMCJUHSD not only meets the academic and personal development needs of its students but also plays a critical role in the life of the wider community, preparing students to lead successful, productive lives.

As part of the LCAP development process, the district engaged a diverse range of educational partners, including students, parents, DELAC, school staff, and community members. Feedback from these groups played a critical role in shaping key priorities, such as the expansion of Career Technical Education (CTE) pathways and the enhancement of student support services. Their input ensured that the plan reflects the needs and aspirations of the school community. Further details on the engagement process are provided in the “Engaging Educational Partners” section.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data indicates that South Monterey County Joint Union High School District continues to make progress in several key areas while also facing persistent challenges in supporting the academic success of English learners, students with disabilities, homeless youth, and socioeconomically disadvantaged students.

Here is the list of the school's lowest-performance indicators and student groups on the 2023 CA School Dashboard:
COLLEGE AND CAREER READINESS INDICATOR:
All Students: Pinnacle Coastal Valley High, Portola-Butler Continuation High
English Learner: Districtwide, Greenfield High, King City High
Hispanic: Pinnacle Coastal Valley High, Portola-Butler Continuation High
Socioeconomically Disadvantaged: Pinnacle Coastal Valley High, Portola-Butler Continuation High
Students with Disabilities: District Wide, King City High
ENGLISH LANGUAGE ARTS INDICATOR
English Learner: Greenfield High, King City High, Districtwide

Homeless Youth: Districtwide
MATH INDICATOR:
All Students: Districtwide
English Learner: Greenfield High, King City High
Hispanic: Districtwide, King City High
Homeless Youth: Districtwide
Socioeconomically Disadvantaged: Districtwide, King City High
Students with Disabilities: Districtwide
SUSPENSION INDICATOR:
All Students: Greenfield High
English Learner: Districtwide, Greenfield High
Hispanic: Greenfield High
Homeless Youth: Greenfield High, Districtwide
Socioeconomically Disadvantaged: Greenfield High
Students with Disabilities: Districtwide, Greenfield High

The Dashboard data demonstrates meaningful growth in English Language Arts (ELA) achievement districtwide. The district earned a Green performance level in ELA, with All Students scoring 0.7 points above standard, an increase of 3.5 points from the prior year. Several student groups demonstrated improvement in ELA performance, including English learners, homeless youth, long-term English learners, and socioeconomically disadvantaged students. However, students with disabilities remained significantly below standard and declined by 5.2 points, indicating a continued need for targeted academic interventions and specialized instructional supports.

Mathematics performance continues to be one of the district's greatest challenges. Although districtwide scores improved by 10.5 points, All Students remained 121 points below standard, resulting in an Orange performance level. English learners, long-term English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities all remained substantially below standard in mathematics. Students with disabilities continued to experience the largest achievement gap, scoring 200.2 points below standard. These results reinforce the district's need to continue strengthening math instruction, intervention systems, and professional development aligned to the newly adopted mathematics curriculum.

English Learner Progress also remains an area of concern. The district earned an Orange performance level, with 43% of English learners making progress toward English language proficiency, representing a decline of 5.4%. Long-term English learners similarly declined by 7.3%, demonstrating the continued need for integrated and designated English language development supports, increased monitoring of long-term English learners, and expanded instructional interventions focused on academic language acquisition.

The district showed improvement in College and Career Readiness and maintained a Green performance level overall. The percentage of students identified as "Prepared" increased to 36.3%, reflecting continued district efforts to expand access to Career Technical Education (CTE), Advanced Placement courses, A-G aligned pathways, and postsecondary readiness opportunities. Student groups including English learners, homeless youth, long-term English learners, and students with disabilities all demonstrated improvement in college and career readiness indicators. However, these groups continue to perform below the state average, highlighting the need for expanded academic

counseling, increased participation in rigorous coursework, and stronger support systems to ensure equitable access to postsecondary opportunities.

Graduation rates declined from the prior year's unusually high rate of 93.1%, with the district earning an Orange performance level overall. The district graduation rate decreased by 4.3% to 88.9%. English learners experienced the most significant decline, decreasing by 6.1%, while homeless youth declined by 7.7%. Students with disabilities and socioeconomically disadvantaged students also experienced declines. These outcomes indicate the need to continue strengthening credit recovery systems, alternative education supports, attendance interventions, and student wellness services to ensure students remain engaged and on track to graduate.

Suspension rates increased and remain an area requiring focused attention. The district earned an Orange performance level overall, with 7.1% of students suspended at least one day, an increase of 1.8%. Multiple student groups, including English learners, homeless youth, long-term English learners, and students with disabilities, performed in the Red category, indicating disproportionate impacts on vulnerable student populations. The district recognizes the importance of continuing restorative practices, social-emotional learning supports, behavioral interventions, and expanded mental health services to improve school climate and reduce exclusionary discipline practices.

Science performance remained relatively stable, with the district maintaining a Yellow performance level and scoring 48.2 points above standard. While some student groups demonstrated progress, achievement gaps remain for English learners and students with disabilities. Continued implementation of NGSS-aligned instruction and expanded access to hands-on science learning opportunities will remain priorities.

Local climate survey data also identified areas of strength and need related to student connectedness, engagement, and wellness. Students reported positive levels of academic motivation and high expectations from adults; however, school connectedness, meaningful participation, and perceptions of school safety remained below desired levels. Survey data also identified ongoing concerns related to chronic sadness, emotional distress, and student mental health, particularly among English learners, students with disabilities, and historically underserved student groups. These findings reinforced the district's continued focus on expanding social-emotional supports, restorative practices, student engagement opportunities, and family outreach efforts across all school sites.

Local indicators demonstrated continued strengths across the district. The district met standards in Basic Services, Implementation of Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study. The district continues to provide broad access to Career Technical Education pathways, Advanced Placement courses, A-G aligned coursework, and support services that promote student engagement and college and career readiness.

Overall, the Dashboard and local data demonstrate that the district is making progress in English Language Arts achievement and college and career readiness while continuing to face significant challenges in mathematics achievement, English learner progress, suspension rates, graduation outcomes, and school climate indicators for targeted student groups. The district remains committed to using data-driven decision making, expanding academic and wellness supports, strengthening instructional practices, and increasing equitable access to rigorous coursework and interventions to improve outcomes for all students.

The district will utilize LREBG funds to support the hiring of two additional Academic School Counselors, increasing the total number of counselors districtwide to nine. These positions will expand direct academic, college and career, and social-emotional support services for

students, with a primary emphasis on serving unduplicated pupils, including English learners, low-income students, foster youth, homeless youth, and students with disabilities.

The additional counselors will directly support the implementation of LCAP Goal 2, Action 2.4: Prepare all students for their individual college and career goals through meaningful curriculum and instruction by increasing access to academic advising, A-G monitoring, graduation planning, Dual Enrollment opportunities, Career Technical Education pathways, and college and career readiness supports. Expanded counseling services will also strengthen interventions for students identified as credit deficient or at risk of not graduating.

Additionally, these services align with LCAP Goal 4 by strengthening school connectedness, student engagement, and social-emotional wellness through increased individualized counseling, case management, and coordination of support services.

The investment in additional counseling services is intended to improve outcomes reflected in multiple California School Dashboard indicators, including Graduation Rate, College/Career Readiness, Suspension Rate, and English Learner Progress. Current Dashboard data shows that English learners, homeless youth, and students with disabilities continue to experience lower graduation and college/career readiness outcomes compared to the state average, while suspension rates remain elevated among several student groups. Increased access to academic counseling and coordinated student supports is expected to improve student engagement, increase graduation rates, expand participation in rigorous coursework and postsecondary pathways, and reduce barriers that negatively impact academic achievement and school success.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard results, South Monterey County Joint Union High School District continued to work collaboratively with the Monterey County Office of Education (MCOE) to address areas of identified need and strengthen systems of support for student groups experiencing the greatest academic and engagement challenges. Dashboard data identified continued performance concerns for English learners, long-term English learners, and students with disabilities in areas including Mathematics, English Language Arts, English Learner Progress, Graduation Rate, College and Career Readiness, and Suspension Rate.

Throughout the 2025–2026 school year, the district engaged in ongoing technical assistance and collaborative improvement efforts focused on strengthening instructional practices, student support systems, and equitable access to rigorous learning opportunities. In partnership with MCOE, the district continued receiving support in several key areas, including LCAP development and coaching, Multi-Tiered System of Supports (MTSS), data analysis, special education technical assistance, restorative practices implementation, and curriculum implementation support for Mathematics and English Language Development (ELD).

As part of these efforts, the district continued participation in the regional Mathematics Community of Practice (CoP) to strengthen mathematics instruction and improve student outcomes in one of the district's lowest-performing Dashboard indicators. The district also began participation in the Inclusive Practices Community of Practice in partnership with MCOE to improve instructional access and inclusive learning environments for students with disabilities and other underserved student groups.

To support instructional improvement, the district implemented a new Mathematics and ELD curriculum and began the adoption process for a new English Language Arts curriculum to ensure alignment with state standards and evidence-based instructional practices. Additionally, the district adopted new Special Education curriculum resources designed to strengthen differentiated instruction, improve access to grade-level standards, and support students with disabilities in inclusive educational settings.

The district also expanded efforts to strengthen student wellness, engagement, and academic support systems. Major initiatives underway included the continued implementation of MTSS structures, expansion of Alternative Education services, increased attendance and graduation interventions, expansion of Career Technical Education (CTE) and Dual Enrollment opportunities, and the continued development of Wellness Centers and mental health supports across school sites. Through LREBG funding, the district added additional academic counselors to increase direct support services focused on academic planning, college and career readiness, graduation monitoring, and social-emotional wellness for unduplicated pupils.

In collaboration with Hatching Results, the district also provided specialized professional development for school counselors focused on implementing a comprehensive school counseling program. This training emphasized the use of data-driven practices, increased student outreach, college and career readiness planning, and coordinated support systems to better meet the academic, social-emotional, and postsecondary needs of students. These efforts are intended to improve outcomes related to Graduation Rate, College/Career Readiness, student engagement, and overall student wellness.

The district also continued refining instructional coaching and professional development systems to better support teachers in implementing rigorous instruction, integrated English Language Development strategies, inclusive practices, and targeted interventions for English learners and students with disabilities. Professional learning opportunities focused on collaboration, data analysis, and differentiated instruction were provided throughout the year to strengthen instructional consistency and improve student achievement outcomes.

Through these coordinated efforts and continued collaboration with MCOE, the district remains committed to addressing identified performance gaps, strengthening support systems for targeted student groups, and improving educational outcomes for all students.

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.

There are no schools 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.

There are no schools identified for CSI.

Monitoring and Evaluating Effectiveness

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

There are no schools identified for CSI.

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
Community, staff, administrators, counselors, SELPA	LCAP feedback surveys and reflective discussion opportunities were developed and provided to educational partners in both English and Spanish through multiple communication and engagement platforms, including email, ParentSquare, community newsletters, staff newsletters, District Student Advisory Team (DSAT) meetings, Site Student Advisory Team (SAT) meetings, Administrative Council meetings, individual reflection meetings with administrators, superintendent site visits, Assistant Principal Academies, DELAC, DAC, ELAC, parent phone calls, and community engagement activities. These outreach efforts were designed to ensure meaningful participation from students, families, staff, administrators, and community members in the development and refinement of the 2026–2027 LCAP for all school sites including Equity Multiplier Schools - (King City High School, Greenfield High School, Pinnacle Coastal Valley High School, and Portola Butler High School). Assistant Principal Academy: September 17, 2025 November 12, 2025 February 18, 2026 March 18, 2026
Students	District Student Advisory Team (DSAT): The district continued implementation of the District Student Advisory Team (DSAT), a student leadership and feedback committee composed of student representatives from King City High School, Greenfield High School,

Educational Partner(s)	Process for Engagement
	and Alternative Education programs. DSAT meetings provided students with meaningful opportunities to engage in discussions related to current school and district issues, student experiences, academic achievement, attendance, school climate, social-emotional learning, college and career readiness, and overall student wellness. Throughout the year, students reviewed and reflected on multiple sources of student feedback data, including district survey results and local data connected to each LCAP goal and action. These discussions allowed the district to dive deeper into student perspectives regarding instructional programs, intervention supports, school connectedness, wellness services, college and career opportunities, and campus climate. Students also participated in reflective conversations focused on identifying barriers to success, problem solving around student needs, and generating recommendations for improving programs, services, and resources available to students and staff. Additionally, DSAT meetings were utilized to review and discuss key school and district topics, including school policies, school climate, Alternative Education programs, wellness and mental health supports, and school facilities. Students provided valuable feedback regarding campus safety, student behavior expectations, access to support services, learning environments, and overall student experiences across school sites. Student input played an important role in helping guide district decision-making and priorities. Feedback gathered through DSAT, along with districtwide student survey data, directly informed the development and refinement of the 2026–2027 LCAP goals, actions, and services to ensure they more accurately reflect the needs, experiences, and priorities of students across the district. October 1, 2025 November 19, 2025 February 18, 2026 April 15, 2026
Teachers, counselors, classified staff, labor partners, administrators	The superintendent conducted monthly site visits throughout the school year to engage directly with staff at each campus. During

Educational Partner(s)	Process for Engagement
	these visits, staff members were provided opportunities to meet with the superintendent to share feedback, discuss concerns, and offer suggestions related to student needs, school programs, and district operations. Feedback gathered through these collaborative conversations helped inform revisions and updates to actions and services included in the 2026–2027 LCAP for all school sites including Equity Multiplier Schools - (King City High School, Greenfield High School, Pinnacle Coastal Valley High School, and Portola Butler High School). September 11, 2025 - King City High School September 19, 2025 - Greenfield High School October 9, 2025 - King City High School October 16, 2025 - Greenfield High School November 13, 2025 - Greenfield High School November 21, 2025 - King City High School January 22, 2026 - Greenfield High School January 23, 2026 - King City High School Feb 12, 2026 - King City High School Feb 13, 2026 - Greenfield High School March 26, 2026 - Greenfield High School March 27, 2026 - King City High School May 7, 2026 - Greenfield High School & King City High School
District English Learners Advisory Committee, District Parent Advisory Committee	DELAC, DAC, ELAC, SSC meetings were held regularly throughout the school year to provide parents of English learners opportunities to review student data and discuss programs, services, and supports for English learner students. Parents engaged in discussions focused on English Learner Progress Indicator (ELPI) data, reclassification, academic supports, school climate, communication, and student wellness. DELAC members also participated in the review and update of the district's English Learner Master Plan by providing feedback on services, family engagement, and supports for multilingual learners. Input gathered through DELAC meetings helped inform the development of the 2026–2027 LCAP goals, actions, and services related to English learners and unduplicated student groups for all school sites including Equity Multiplier Schools - (King City High

Educational Partner(s)	Process for Engagement
	School, Greenfield High School, Pinnacle Coastal Valley High School, and Portola Butler High School). DELAC: October 21, 2025 - Greenfield High School November 18, 2025 - King City High School December 9, 2025 - Greenfield High School March 17, 2026 - King City High School April 21, 2026 - Greenfield High School May 12, 2026 - King City High School DAC: October 16, 2025 - King City High School November 20, 2025 - Greenfield High School December 11, 2025 - King City High School March 19, 2026 - Greenfield High School April 23, 2026 - King City High School

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

Throughout the 2025–2026 school year, South Monterey County Joint Union High School District gathered input from students, staff, parents/guardians, administrators, DELAC, DAC, DSAT, and community partners through surveys, reflection meetings, advisory committees, superintendent site visits, phone calls, and district engagement activities. Educational partner feedback was reviewed alongside California School Dashboard indicators, local data, attendance trends, academic performance, graduation data, English Learner Progress Indicator (ELPI) results, school climate data, and student wellness information to guide the development of the 2026–2027 LCAP. Feedback from students, parents, staff, and community members directly influenced several key components of the plan. Educational partners from the district's Equity Multiplier schools, Portola-Butler Continuation High School and Pinnacle Coastal Valley High School, were consulted throughout the LCAP development process through surveys, individual meetings, site visits, and discussions with students, staff, parents, and administrators. Feedback emphasized the need to expand academic intervention opportunities, strengthen college and career readiness programs, increase mental health and wellness supports, improve student engagement, and provide additional resources to support credit recovery and successful graduation. This input directly influenced the adopted LCAP by prioritizing continued investment in Alternative Education, expanded counseling and wellness services, targeted academic interventions, and strategies to increase access to postsecondary opportunities and individualized student supports at the Equity Multiplier school sites.

Student Feedback

Student survey responses and District Student Advisory Team (DSAT) discussions identified several consistent themes related to academic support, school climate, student engagement, college and career readiness, and student wellness. Students expressed the need for stronger

academic support in mathematics and English Language Arts, including tutoring, small group instruction, reteaching opportunities, and more personalized support from teachers. Students also requested additional AP and STEM-focused courses, expanded electives connected to career interests, and increased access to college exploration opportunities, including college field trips, career fairs, scholarships, and exposure to universities beyond the local area.

Students emphasized the importance of feeling safe, supported, connected, and heard at school. Feedback highlighted a desire for improved school climate, stronger relationships with staff, expanded mental health and wellness supports, peer mediation opportunities, and greater student voice in school decision-making. Students also expressed interest in improving campus environments, increasing student engagement in classrooms, and creating more inclusive learning opportunities.

As a result of student feedback, the district prioritized actions and expenditures related to:

* Expanded academic intervention and tutoring supports in mathematics and English Language Arts
* Continued implementation of new mathematics, ELD, and English Language Arts curriculum
* Additional counseling and wellness supports
* Expanded student voice and leadership opportunities
* Increased college and career readiness activities, including college exploration and career awareness opportunities
* Expanded AP, Dual Enrollment, and elective opportunities where feasible
* School climate, belonging, and student engagement initiatives
* Facilities and campus improvement projects designed to improve student learning environments

Parent and Family Feedback

Parent and family survey responses emphasized the importance of strong communication, student safety, academic support, college and career preparation, and student well-being. Families expressed appreciation for existing counseling, Dual Enrollment, CTE, and college preparation opportunities while also requesting additional academic supports, increased mental health services, stronger family communication, and greater access to information regarding college and career pathways.

Parents identified a need for continued support in mathematics and English Language Arts, expanded tutoring opportunities, improved communication between schools and families, and additional resources to help families support student learning at home. Families also requested increased parent education opportunities and expanded outreach efforts in both English and Spanish.

Feedback from parents and families influenced district priorities related to:

* Expanded family engagement and communication efforts
* Increased counseling and mental health supports
* Academic intervention and tutoring services
* Continued college and career readiness programming
* Additional outreach and communication supports for multilingual families
* Student wellness and school climate initiatives

Staff Feedback

Staff survey responses identified academic achievement, student engagement, school climate, and professional development as major areas of focus. Staff members emphasized the need for additional intervention supports, increased collaboration time, stronger instructional consistency, and professional learning opportunities connected to mathematics instruction, English learner supports, inclusive practices, restorative practices, and differentiated instruction.

Staff also highlighted the importance of maintaining safe and supportive learning environments while increasing student engagement and attendance. Additional feedback included requests for expanded mental health services, continued MTSS implementation, improved facilities, and additional resources to support students experiencing academic and behavioral challenges.

Staff input influenced actions and expenditures related to:

* Professional development and instructional coaching
* Continued implementation of MTSS systems and supports
* Expanded academic intervention services
* Additional wellness and mental health resources
* Inclusive practices and special education supports
* School climate and restorative practices initiatives
* Curriculum implementation support for mathematics, ELD, and English Language Arts

Administrative Feedback

Site and district administrators identified improving academic achievement, English learner support, school climate, attendance, and college and career readiness as primary district priorities. Administrators emphasized the importance of strengthening instructional practices, increasing data analysis and progress monitoring, improving intervention systems, and expanding supports for English learners, students with disabilities, and students experiencing chronic absenteeism.

Administrators also recommended continued expansion of professional development opportunities, instructional coaching support, MTSS implementation, alternative education services, wellness supports, and family engagement systems. Additional feedback included the need for increased collaboration with community partners, expanded career pathways, and additional support staff to address student academic and social-emotional needs.

Administrative feedback influenced district actions related to:

* Data-driven instructional practices and intervention systems
* Expansion of counseling and student support services
* Professional development and coaching support
* English learner and special education services

* Attendance and graduation interventions
* Alternative education expansion and student re-engagement efforts
* Continued development of college and career readiness pathways

DELAC and English Learner Feedback

DELAC members and parents of English learners emphasized the need for stronger academic and language acquisition supports for English learners and long-term English learners. Feedback focused on improving communication with families, increasing student access to interventions and tutoring, strengthening English Language Development instruction, and improving support systems for multilingual students.

Parents also participated in discussions regarding the review and update of the district's English Learner Master Plan and provided recommendations related to family engagement, student supports, reclassification practices, and college and career readiness opportunities for English learners.

DELAC feedback influenced district priorities related to:

* English learner interventions and academic supports
* ELD curriculum and instructional implementation
* Family engagement and communication in English and Spanish
* Long-term English learner monitoring and support
* College and career readiness supports for multilingual students
* Reclassification support systems and student monitoring

Priority Goals, Actions, Metrics, and Budgeted Expenditures Influenced by Educational Partner Feedback

Priority Goal Areas

1. Improve academic achievement and student outcomes in English Language Arts and Mathematics
2. Strengthen English learner achievement and language acquisition supports
3. Expand student wellness, school climate, and mental health services
4. Increase college and career readiness opportunities and postsecondary preparation
5. Strengthen family engagement, communication, and educational partner involvement
6. Improve attendance, student engagement, and graduation outcomes
7. Expand inclusive practices and supports for students with disabilities and underserved student groups

Priority Actions and Services

* Implementation of new Mathematics, ELD, and English Language Arts curriculum
* Expanded academic intervention, tutoring, and instructional support services

* Additional academic counselors funded through LREBG
* Wellness center expansion and increased mental health supports
* MTSS implementation and intervention systems
* Professional development and instructional coaching
* Restorative practices and school climate initiatives
* Alternative education expansion and re-engagement supports
* Expanded family engagement and bilingual communication systems
* English learner interventions and reclassification monitoring
* Expanded college and career readiness supports and student advising
* Facilities improvements and student learning environment upgrades

Priority Metrics

* CAASPP English Language Arts achievement
* CAASPP Mathematics achievement
* English Learner Progress Indicator (ELPI)
* Graduation Rate
* College/Career Indicator
* Suspension Rate
* Attendance and chronic absenteeism rates
* A-G completion rates
* Dual Enrollment and CTE participation
* Student, staff, and parent survey results
* Reclassification rates for English learners

Budgeted Expenditure Priorities

* Academic counselors and student support staff
* Professional development and instructional coaching
* Curriculum adoption and implementation support
* Tutoring and intervention programs
* Wellness center staffing and mental health services
* English learner and special education supports
* College and career readiness activities and student advising
* Attendance intervention and student engagement programs
* Technology, instructional materials, and classroom resources
* Facilities improvements supporting student engagement and school climate

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Manage resources responsibly to prioritize students, promote equitable distribution, and minimize waste	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure high levels of achievement for students and staff, it is crucial that basic needs are met across all schools. A key component of this objective is to guarantee an equitable distribution of services across the entire district. Data gathered from surveys and interviews have underscored the need for systems that are tailored to the specific needs of each school, ensuring that supports are strategically designed and implemented.

The foundation of academic improvement, particularly for underperforming students, lies in maintaining safe, inclusive, and well-managed resources and facilities. According to the local indicators and the 2024 California Dashboard, the South Monterey County Joint Union High School District (SMCJUHSD) has successfully provided broad access to courses, leading to significant strides in English Learner (EL) reclassification and overall graduation rates. Despite these advancements, challenges persist, particularly in mathematics for English learners and students with disabilities. Additionally, specific groups such as homeless youth require further academic support to enhance their educational outcomes.

Furthermore, there is a pressing need to boost graduation rates and college and career readiness, especially among homeless youth, English learners, and students with disabilities. Feedback from parents, guardians, and students has highlighted the importance of recruiting high-quality, well-trained teachers to ensure that students receive effective instruction, which is vital for preparing them for future college and career opportunities.

The planned actions and metrics aim to create a secure and efficiently managed environment that supports the professional needs of our staff. These measures will foster professional collaboration and training necessary to deliver high-quality instruction. This strategic approach is designed to prepare all students, particularly our homeless youth, English learners, and students with disabilities, for graduation and beyond.

This goal has been developed to responsibly manage resources, prioritize student needs, promote equitable distribution across the district, and minimize waste, ensuring that all students have the opportunity to succeed in a supportive educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Safe, Clean Functional School Facility Source: Facilities Inspection Tool FIT Report	2022-2023: All facilities were found to be in good repair	2024-2025: All facilities were found to be in good repair	2025-2026: All facilities were found to be in good repair	2025-2026: Maintain all facilities in good repair	Maintained
1.2	Access to Instructional Materials Source: Williams Report	2022-2023: All students had access to instructional Materials, Student Devices EL, SED, Foster: 100%	2024-2025: All students had access to instructional materials, student devices: EL, SED, Foster: 100%	2025-2026: All students have access to instructional materials.	2025-2026: Maintain all student access to updated instructional Materials, Student Devices and AI Tutoring	Maintained
1.3	Appropriate Assigned Teachers Source: Data Quest	2021-2022: 72% of teachers were cleared and appropriately assigned	2022-2023: 66% of teachers were cleared and appropriately assigned.	2023-2024: 70% of teachers were cleared and appropriately assigned.	2024-2025: 95% of teachers cleared and appropriately assigned	2% less teachers were cleared and appropriately assigned.

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.

In 2025-2026, Goal 1 focused on maintaining safe, functional learning environments and ensuring equitable access to resources across all sites. Core actions such as staffing, materials, facilities maintenance, and technology infrastructure were carried out as planned.

Action 1.1 (Base Program) was implemented districtwide, supporting salaries, benefits, and operational supplies essential for student learning. Implementation of the base program occurred substantially as planned, although ongoing operational demands, staffing coordination, and increasing technology and facility needs continued to require adjustments throughout the school year.

Action 1.2 (Cybersecurity and Technology Support) centered on upgrading the district's digital infrastructure and safeguarding systems through hardware and software enhancements. No challenges in implementation.

Analysis for each goal was developed through a collaborative process involving the LCAP feedback groups, district leadership, and site administrators, who reviewed performance data and implementation notes.

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

Action 1.1 - No material differences.

Action 1.2 - No material differences.

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

Action 1.1 – Base Program (Salaries, Benefits, Operational Support)
Effectiveness of Action(s): 3 – Effective
Metric(s): 1.1, 1.2, 1.3

This action continued to effectively support all operational areas including staffing, facilities, instructional materials, transportation, student services, and school operations. The district maintained all facilities in good repair and ensured students had access to instructional materials and technology necessary for learning. These supports contributed to stable learning environments and instructional services across all school sites.

Educational partner feedback from students, staff, and families emphasized the importance of safe, clean, and engaging school environments that promote student learning and belonging. Students also expressed the need for supportive teachers, improved classroom engagement, and greater academic support systems. The district's continued investment in core staffing, operational services, and instructional resources helped maintain the conditions necessary for student learning, safety, and access to educational opportunities.

While the district improved overall staffing levels and successfully filled many certificated positions during the school year, teacher assignment metrics continued to be impacted by statewide credential shortages, use of intern and provisional permits, and ongoing recruitment challenges in specialized subject areas. The district will continue prioritizing recruitment, retention, and support strategies to improve appropriately assigned teacher rates across all school sites.

Action 1.2 – Cybersecurity and Technology Support
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 1.1, 1.2

Implementation of this action led to continued improvements in digital infrastructure, device access, and cybersecurity protections throughout the district. The district responded proactively to increasing cybersecurity threats by upgrading firewalls, security monitoring systems, and technology infrastructure while continuing to replace aging student devices. These efforts supported instructional continuity and improved access to technology for students, particularly English learners, low-income students, foster youth, and students with disabilities.

Educational partner feedback reinforced the importance of reliable technology access, additional technology opportunities, and stronger academic supports connected to digital learning resources. Students specifically identified the need for more technology opportunities, tutoring support, and access to rigorous coursework and college/career resources. While progress was made in expanding technology access and strengthening system security, implementation challenges remained due to aging hardware, increasing cybersecurity demands,

and the time required to research and procure updated systems and equipment. Additional investments will continue to be necessary to ensure equitable access to functional technology, maintain secure digital learning environments, and support student engagement and academic achievement across all schools.

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

Action 1.1 – Base Program (Salaries, Benefits, Operational Support):
Based on reflections on prior practice and educational partner feedback, no major changes were made to Action 1.1; however, the district will continue refining resource allocation processes to ensure equitable access to programs, services, facilities, and operational supports across all school sites. Feedback from students, staff, parents, and administrators emphasized the importance of maintaining safe, clean, and welcoming learning environments, improving communication systems, and ensuring resources continue to prioritize student learning, wellness, and engagement. The district will continue monitoring expenditures and operational systems to improve efficiency and responsiveness to student and school needs.

Action 1.2 – Cybersecurity and Technology Support:
Based on reflections on prior practice and educational partner feedback, the district will continue prioritizing cybersecurity and technology support to maintain reliable instructional technology systems and equitable student access to digital resources. Feedback from educational partners highlighted the importance of updated technology, consistent internet access, timely technical support, and reliable communication platforms to support instruction, family engagement, and district operations. As a result, the district will continue investments in cybersecurity protections, device management, network infrastructure, and technology support services to improve instructional access, communication, and operational efficiency across the district. Effectiveness of this action will be monitored through access to instructional materials and student devices, technology utilization, student engagement, and connectivity/access data.

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	Base Program: Salaries and Benefits, Supplies Services	In order to the support the learning of all students, the district will provide basic educational and operational expenditures including, but not limited to, salaries and benefits, supplies, materials, services, and other expenditures.	$30,795,505.78	No
1.2	Cybersecurity and Technology Support	The increasing role of technology in education continues to highlight the importance of equitable access to reliable devices, secure digital systems, and modern learning tools, particularly for English learners, low-income	$743,875.42	Yes

Action #	Title	Description	Total Funds	Contributing
		students, foster youth, and students with disabilities. Educational partner feedback from students, staff, and families emphasized the need for greater access to technology resources, academic support, and opportunities that prepare students with 21st-century skills necessary for college, career, and real-world success. In response, the district will continue strengthening its technological infrastructure by supporting district-wide connectivity, improving device access, and maintaining systems that enhance teaching, learning, and communication across all school sites. In addition, the district recognizes the growing importance of cybersecurity and the need to protect student and staff information in an increasingly digital learning environment. The district will continue investing in updated devices, cybersecurity software, network protections, and technology infrastructure to safeguard systems against viruses, cyber threats, and security breaches. These efforts will help ensure students and staff have access to safe, secure, and reliable digital learning environments while supporting instructional continuity, academic engagement, and equitable access to educational opportunities.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Prepare all students for their individual college and career goals through meaningful curriculum and instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Input from educational partners (certificated and classified staff, parents, guardians, administrators, and students, combined with insights from local indicators and the 2025 California School Dashboard, indicates a continued need to strengthen academic achievement and college and career readiness for English learners, long-term English learners (LTELs), students with disabilities, homeless youth, and socioeconomically disadvantaged students. Dashboard data identified persistent achievement gaps in English Language Arts, Mathematics, English Learner Progress, and Graduation Rate, among several student groups, particularly in mathematics and language acquisition. Educational partner feedback also emphasized the importance of expanded academic supports, rigorous and engaging coursework, meaningful student relationships, and increased access to postsecondary opportunities.

To address these needs, the district remains committed to providing meaningful curriculum, effective instruction, and equitable access to academic and career pathways that prepare students for success after graduation. This includes consistently implementing newly adopted Mathematics, English Language Development, and English Language Arts curriculum, strengthening intervention systems, and expanding inclusive instructional practices to better meet the needs of diverse learners. Educational partners also emphasized the importance of student engagement, personalized learning opportunities, and increased academic support services, particularly in mathematics, English Language Arts, and college and career planning.

The district will continue expanding opportunities for students to explore college and career pathways through Career Technical Education (CTE), Dual Enrollment, Advanced Placement coursework, counseling supports, and partnerships with local businesses and higher education institutions. Additional focus will be placed on improving A-G completion rates, increasing access to rigorous coursework for underrepresented student groups, and strengthening systems of academic, behavioral, and social-emotional support. This goal was developed to ensure all students are equipped with the knowledge, skills, experiences, and support necessary to successfully pursue their individual college, career, and life goals after graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA Progress toward Standard Source: CAASPP Dashboard	Spring 2022-2023: Districtwide: All Students:12 pts below standard English Learners (EL): 96 pts below standard Students with Disabilities (SWD): 127 pts below standard Homeless: 93 pts below standard Socioeconomically Disadvantaged (SED): 19 pts below standard GHS: EL: 103 pts below standard KCHS: EL: 76 pts below standard	Spring 2023-2024: Districtwide: All Students: 3 pts below standard EL: 79 pts below standard SWD: 95 pts below standard Homeless: 64 pts below standard SED: 7.5 pts below standard GHS: EL: 92 pts below standard KCHS: EL: 49 pts below standard	Spring 2024-2025 Districtwide: All Students: 0.7 pts above standard EL: 74.6 pts below standard SWD: 99.9 pts below standard Homeless: 53.5 pts below standard SED: 4.2 pts below standard GHS: EL: 93.7 pts below standard KCHS: EL: 39.6 pts below standard	Spring 2025-2026: Districtwide: All Students: 5 pts. below standard EL: 66 pts. below standard SWD: 100 pts. below standard Homeless: 73 below standard SED: 10 pts. below standard GHS: EL: 90 pts below standard KCHS: EL: 65 pts below standard	2024-2025 Districtwide: All Students : +12.7 pts improvement EL : +21.4 pts improvement SWD: +27.1 pts improvement Homeless : +39.5 pts improvement SED: +14.8 pts improvement GHS: EL: +9.3pts improvement KCHS: EL: +36.4 pts improvement
2.2	Math Progress toward Standard Source: CAASPP Dashboard	Spring 2022-2023: Districtwide: All Students:127 pts. below standard EL: 182 pts. below standard SWD: 225 pts. below standard Homeless: 195 pts. below standard SED: 135 pts below standard Hispanic: 132 pts. below standard	Spring 2023-2024: Districtwide: All Students: 132 pts below standard EL: 192 pts below SWD: 199 pts below standard Homeless: 168 pts below standard SED: 136 pts below standard Hispanic: 134 pts below standard GHS:	Spring 2024-2025 Districtwide: All Students: 121 pts below standard EL: 177.7 pts below standard SWD: 200.2 pts below standard Homeless: 147.8 pts below standard SED: 124.7 pts below standard Hispanic: 124.9 pts below standard	Spring 2025-2026: Districtwide: All Students: 107 pts. below standard EL: 162 pts. below standard SWD: 210 pts. below standard Homeless: 175 pts. below standard SED- pts.: 115 pts Hispanic: 112 pts. below standard	2024-2025: Districtwide: All Students: +6 pts improvement EL: +4.3 point improvement SWD: +24.8 point improvement Homeless: +47.2 point improvement SED: +10.3 point improvement Hispanic: +7.1 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		GHS: EL: 191 pts. below standard KCHS EL: 170 pts. below standard Hispanic: 122 pts. below standard SED: 124 pts. below standard	EL: 195 pts below standard KCHS: EL: 175 pts below standard Hispanic: 119 pts below standard SED: 122 pts below standard	GHS: EL: 189.9 pts below standard KCHS: EL: 150 pts below standard Hispanic: 98.4 pts below standard SED: 99.7 pts below standard	GHS: EL: 173 pts. below standard KCHS: EL: 150 pts. below standard Hispanic: 100 pts. below standard SED: 103 pts. below standard	GHS: EL: +1.1 point improvement KCHS: EL: +20.0 point improvement Hispanic: +23.6 point improvement SED: +24.3 point improvement
2.3	A-G Completion Rate Source: Dashboard Additional Report	Spring 2022-2023: All Students - 26% EL - 9% SWD - 5% Homeless - 11% SED - 24%	Spring 2023-2024: All Students: 26% EL: 9% SWD: 6% Homeless: 15% SED: 23%	Spring 2024-2025: All Students: 24.3% EL: 9% SWD:8.9 % Homeless: 13.5% SED: 22.9%	Spring 2025-2026: All Students: 46% EL: 40% SWD: 40% Homeless: 40% SED: 40%	Spring 2023-2024: All Students: -1.7% EL - no change SWD: +3.9% Homeless: +2.5% SED: -1.1%
2.4	CTE Pathways Completer Rate Source: Dashboard Additional Report Combination of A-G and CTE Completers	Spring 2022-2023: All Students: 24% EL: 13% SWD: 15% Homeless: 9% SED: 22% Combination of A-G and CTE Completers All: 10.5% EL: 2.2% SED: 9.4% SWD: 3.2% Homeless: 2.3%	Spring 2023-2024: All Students: 23 % EL: 7% SWD: 16% Homeless: 11% SED: 20% Combination of A-G and CTE Completers All: 11.4% EL: 2.5% SED: 9.8% SWD: 2% Homeless: 6.3%	Spring 2024-2025 All Students: 24.2% EL: 13.1% SWD: 16.1% Homeless: 12.8% SED: 23.1% Combination of A-G and CTE Completers All Students: 11% EL: 3.3% SED: 10.1% SWD: 2.4% Homeless: 7.4%	Spring 2025-2026: All Students: 44% EL: 33% SWD: 35% Homeless: 39% SED: 44% Combination of A-G and CTE Completers All: 20.5% EL: 22.2% SED: 29.4% SED: 23.2% Homeless: 22.3%	Spring 2023-2024: All Students: +0.2% improvement EL: +0.1% improvement SWD: +1.1% improvement Homeless: +3.8% improvement SED: +1.1% improvement Combination of A-G and CTE Completers: All: +0.5% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						EL: +1.1% improvement SED: +0.7% improvement SWD: -0.8% decrease Homeless: +5.1 % improvement
2.5	Advanced Placement (AP) Test Participation Rate Source: Aeries	Spring 2022-2023: All Students: 542 EL: 3% SWD: 1% Homeless: 4% SED: 78%	Spring 2023-2024: All Students: 382 EL: 1% SWD: 1% Homeless: 6% SED: 82%	Spring 2024-2025 All Students: 491 EL: 4.89% SWD: 1.63% Homeless: 7.94% SED: 84.93%	Spring 2025-2026: All Students: 600 EL: 15% SWD: 10% Homeless: 15% SED: 80%	Spring 2023-2024: All Students: -51 decrease EL: +1.89% improvement SWD: +0.63% improvement Homeless: +3.94% improvement SED: +6.93% improvement
2.6	Dual Enrollment (DE) Participation Rate Source: Aeries	Spring 2023-2024: All Students: 5% EL: 0% SWD: 2% Homeless: 8% SED: 76%	Spring 2024-2025 All Students: 17.37% EL: 1.35% SWD: 1.73% Homeless: 0.71% SED: 14.70%	Spring 2025-2026 (as of 2/14/26) All Students: 20.54% EL: 1.78% SWD: 1.63% Homeless: 1.20% SED: 17.41%	Spring 2026-2027: All Students: 15% EL: 20% SWD: 20% Homeless: 15% SED: 80%	Spring 2023-2024: All Students: +15.54% improvement EL: +1.78% improvement SWD: -0.37% decrease Homeless: -6.8% decrease SED: -58.59% decrease
2.7	AP Exam Pass Rate: 3+ Source: College Board	Spring 2022-2023: All Students: 34% EL: 2% SWD: 0% Homeless: 3% SED: 74%	Spring 2023-2024: *Percents based on students tested Students tested 3+ ALL: 53.14%	Spring 2024-2025: *Percents based on students tested Students tested 3+ ALL: 51.12%	Spring 2025-2026: All Students: 45% EL: 8% SWD: 5% Homeless; 8% SED: 80%	Spring 2023-2024: All Students: +17.12% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students tested 3+ EL: 0.14% Students tested 3+ SWD: 0.14% Students tested 3+ Homeless: 2.98% Students tested 3+ SED: 34.33%	Students tested 3+ EL: 4.89% Students tested 3+ SWD: 1.63% Students tested 3+ Homeless: 7.94% Students tested 3+ SED: 84.93%		EL: +2.89%improvement SWD: +1.63% improvement Homeless: +4.94% improvement SED: +10.93% improvement
2.8	EL Access to CA Standards including ELD standards Source: Aeries	2023-2024 Designated LTEL Courses: 22 Integrated A-G Courses: 109	2024-2025 Designated LTEL Courses: 20 Integrated A-G Courses: 127	2025-2026 Designated LTEL Courses: 18 Integrated A-G Courses: 133	2026-2027 Designated LTEL Courses: 19 Integrated A-G Courses: 200	Designated LTEL Courses: -4 Integrated A-G Courses: +24
2.9	Implementation of Academic Content Standards Source: District Curriculum Adoption	2023-2024 100% state standards adopted	2024-2025 100% state standards adopted	2025-2026 100% state standards adopted	2026-2027 New Curriculum adoption for ELA, Math, Social Science, World Languages using 100% state standards	No change,100% adopted. New Math and ELD curriculum implemented and ELA curriculum adopted in 25-26.
2.10	CAST California Science Test Source: CAASPP/ELPAC.ets.org	Spring 2022-2023: All Students: 17% Met or Exceeded EL: 0% Met or Exceeded SWD: 2% Met or Exceeded Homeless: 2% Met or Exceeded SED: 15% Met or Exceeded	Spring 2023-2024: All Students: 20.3% Met or Exceeded EL: 0% Met or Exceeded SWD: 6.1% Met or Exceeded Homeless: 13.3% Met or Exceeded SED: 18.44% Met or Exceeded	Spring 2024-2025: All Students: 22.70% Met or Exceeded EL: 0% Met or Exceeded SWD: 4.92% Met or Exceeded Homeless:23.53% Met or Exceeded SED: 20.93% Met or Exceeded	Spring 2025-2026: All Students: 25% EL: 10% SWD: 10% Homeless: 10% SED: 25%	All Students: +5.70% improvement EL: no change SWD: +2.92% improvement Homeless: +21.53% improvement SED: +5.93% improvement
2.11	College/Career Indicator Source: Dashboard	Spring 2022-2023: All Students: 28.3%	Spring 2023-2024:	Spring 2024-2025	Spring 2025-2026: All Students: 45%	All Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 5.8% SWD: 3.2% SED: 26.6% Homeless:14.2% GHS EL: 6.6% SWD: 3.7% KCHS EL: 9.3% SWD: 4.5% PCVHS All students: 0.0% EL: 0.0% Hispanic: 0.0% SED: 0.0% Homeless: 0.0% SWD: 0.0% PBCHS All students: 0.0% EL: 0.0% Hispanic: 0.0% SED: 0.0% SWD: 0.0%	All Students - 29.4% EL: 7.1% SWD: 6.5% SED: 26.1% Homeless: 18.8% GHS EL: 2.7% SWD: 0% KCHS EL: 19% SWD: 12.2% PCVHS All students: 0.0% EL: 0.0% Hispanic: 0.0% SED: 0.0% Homeless: 0.0% SWD: N/A PBCHS All students: 2.9% EL: 0.0% Hispanic: 2.9% SED: 2% SWD: 4.5%	All Students - 36.3% EL: 12.1% SWD: 13.2% SED: 35.3% Homeless: 24.7% GHS EL: 16.5% SWD: 11.4% KCHS EL: 17% SWD: 25.5% PCVHS All students: 2.9% EL: 0.0% Hispanic: 3.1% SED: 2.9% Homeless: 0.0% SWD: N/A PBCHS All students: 0.0% EL: 0.0% Hispanic: 0.0% SED: 0.0% SWD: 0.0%	EL: 20% SWD: 20% SED: 50% Homeless: 30% GHS EL: 15% SWD: 15% KCHS EL: 20% SWD: 15% PCVHS All students: 20% EL: 20% Hispanic: 20% SED: 20% Homeless: 20% SWD: 20% PBCHS All students: 20% EL: 20% Hispanic: 20% SED: 20% SWD: 20%	+8.0% improvement EL: +6.3% improvement SWD: +10.0% improvement SED: +8.7% improvement Homeless: +10.5% improvement GHS - EL: +9.9% GHS - SWD: +7.7% KCHS - EL: +7.7% KCHS - SWD: +21.0% PCVHS - All students - +2.9 PCVHS - EL: no change PCVHS - Hispanic: +3.1 PCVHS- SED no change PCVHS- SWD: no change PBHS - All Students: no change PBCHS - EL: no change PBCHS - Hispanic: no change PBCHS - SED: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						PBCHS - SWD: no change
2.12	English Learner Progress Indicator EAP Source: CAASPP Data	2023 ELPI: 51.1% EAP: 49.1% ELA and 11.9% Math	2024 ELPI: 48.4% EAP: 50.46% ELA and 12.96% Math	2025 ELPI: 43% EAP: 53.87% ELA and 12.99% Math	ELPI: 61.1% EAP: 49.1% ELA and 11.9% Math	ELPI: -8.1% EAP - ELA: +4.77% EAP - Math: +1.09%
2.13	English learner reclassification rate Source: Student Information System. Total RFEP Count from current year (SIS)/EL prior year (Based on Calpads Fall 1)	2023-2024 English learner reclassification rate = 37.67%	2024-2025 English learner reclassification rate = 28.37%	2025-2026 English Learner reclassification rate = 12.97%	2026-2027 English learner reclassification rate = 10%	-24.7%

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 – Overall Implementation

In 2025–2026, Goal 2 focused on preparing all students for their individual college and career goals through meaningful curriculum and instruction. The goal was largely implemented as planned, with continued efforts to strengthen academic achievement, college and career readiness, rigorous coursework, intervention services, and supports for English learners, students with disabilities, homeless and foster youth, and socioeconomically disadvantaged students. The district also continued implementation of new Mathematics and English Language Development curriculum and began the adoption process for new English Language Arts curriculum. Dashboard and local data continued to identify mathematics achievement, English learner progress, graduation, and equitable college and career readiness as areas requiring continued attention.

Action 2.1 – Highly Qualified Teacher Recruitment: Recruitment efforts continued throughout the year to maintain qualified certificated staffing across the district. The district was successful in filling the majority of certificated positions, including through the recruitment of H-1B teachers, although recruitment in specialized and hard-to-fill areas continued to present challenges.

Action 2.2 – Highly Qualified Teacher Retention: The district continued efforts to retain highly qualified teachers through competitive compensation, benefits, mentoring, induction, and other retention strategies. Staffing stability improved overall; however, retention and appropriate assignment of teachers in specialized areas remained an ongoing area of focus.

Action 2.3 – Professional Development to Support ELD Standards in All Courses: Professional development was provided to strengthen instructional practices for English learners and support implementation of ELD standards across content areas. The district increasingly utilized the expertise of its own teachers and staff to provide professional learning, which supported stronger participation and provided relevant, job-embedded learning, while continuing to provide access to out-of-district conferences, Communities of Practice, and specialized training opportunities.

Action 2.4 – Counselors: Counseling services were implemented as planned and continued to provide students with academic planning, graduation monitoring, college and career advising, and social-emotional support. Counseling staff also participated in specialized professional development through Hatching Results to strengthen comprehensive school counseling practices, data use, student outreach, and coordinated supports.

Action 2.5 – Instructional Coaches: No full-time instructional coaches were funded through this action during 2025–2026. Consistent with the restructuring established in the 2025–26 LCAP, the district shifted toward utilizing site-based veteran teacher expertise to support professional learning, PLC collaboration, curriculum implementation, and instructional improvement.

Action 2.6 – Interventions for Math, English and Language Acquisition:Academic interventions continued through targeted Math, English, and language acquisition supports, including intervention courses and additional learning opportunities. Implementation also included support for the new Mathematics and ELD curriculum, while staff continued developing intervention systems aligned to the district's updated instructional programs.

Action 2.7 – Alternative Education:Alternative Education services continued to provide credit recovery, individualized academic support, and flexible programming for students requiring alternative pathways toward graduation. While the action was implemented, opportunities for students to participate in expanded interventions, enrichment, and additional academic and college/career experiences remained limited, identifying an area for continued development in 2026–2027.

Action 2.8 – Career Technical Education (CTE) Pathways: The district continued maintaining and expanding CTE pathways and career-connected learning opportunities, including continued development of the Engineering pathway. CTE remained an important component of the district's college and career readiness strategy, although continued attention is needed to ensure equitable participation and completion among student groups. The 2025–26 LCAP specifically identifies CTE expansion as a strategy for increasing career options and improving College and Career Indicator outcomes.

Action 2.9 – Advanced Placement (AP) and Dual Enrollment Expansion:AP and Dual Enrollment opportunities continued to expand, providing students with increased access to rigorous coursework and postsecondary experiences. Implementation focused on increasing access across school sites, while the district continued working to improve participation among English learners, students with disabilities, and other students historically underrepresented in advanced coursework.

Action 2.10 – Support for English Learners: English learner services continued through designated and integrated ELD, targeted academic supports, monitoring, and other services designed to improve language acquisition and academic achievement. The district continued to experience challenges in fully staffing specialized ELD support positions, while also strengthening implementation of the new ELD curriculum and reviewing and updating the English Learner Master Plan.

Action 2.11 – Instructional Programs – EL Supplemental Curriculum: Supplemental curriculum and instructional resources continued to support English learners in accessing grade-level content and developing academic language. The action was implemented, although expenditures were lower than originally projected.

Action 2.12 – Instructional Programs – AVID: AVID continued to provide academic and college readiness supports, particularly for students who may be the first in their families to attend college. Services focused on academic skills, college preparation, student support, and increasing readiness for rigorous coursework and postsecondary opportunities.

Action 2.13 – Technology/Software – Devices: Students continued to receive access to devices, instructional software, assessment tools, and digital resources supporting classroom instruction and intervention. These resources supported equitable access to instructional materials and technology-based learning opportunities across the district.

Action 2.14 – Teen Parenting Program (TPP): The Teen Parenting Program continued to provide academic and support services designed to help parenting students remain engaged in school and progress toward graduation. Participation levels continued to influence overall program implementation and expenditures.

Action 2.15 – Assistant Principal:Assistant principal positions provided site-level administrative leadership and support for instruction, student services, school climate, and implementation of district initiatives. These positions also strengthened administrative capacity to support students and staff across school programs.

Action 2.16 – Professional Development for Academic Programs: The district provided professional development connected to academic programs, curriculum implementation, PLCs, inclusive practices, restorative practices, and instructional improvement. Professional learning included both internally facilitated opportunities that leveraged staff expertise and external professional development opportunities that provided staff access to specialized training and current practices.

Action 2.17 – Interventions for Math and Reading: School-site interventions continued to provide targeted Math and Reading support for students performing below grade-level expectations. Implementation included intervention and collaboration opportunities, although participation and availability varied, demonstrating the continued need to strengthen consistent access to intervention services.

Action 2.18 – Homeless/Foster Youth Supports: The district continued providing targeted academic, engagement, and support services for homeless and foster youth to reduce barriers to attendance, academic progress, graduation, and participation in educational opportunities.

Action 2.19 – Instructional Programs – Students with Disabilities: Instructional supports for students with disabilities continued through specialized academic interventions and services designed to strengthen foundational skills and improve access to grade-level instruction.

The district also adopted new special education curriculum and participated in the MCOE Inclusive Practices Community of Practice to strengthen inclusive instructional practices and support improved outcomes for students with disabilities.

Action 2.20 – College and Career TOSA: *Discontinued* This action remained at $0 and was not implemented as a standalone position. The position had previously been eliminated after the district was unable to fill it, with college and career coordination responsibilities transitioned into the broader Educational Services structure.

Action 2.21 – Military Science Program: The Military Science Program continued to be implemented and provided participating students with leadership, career exploration, discipline, and college and career readiness experiences.

Action 2.22 – Educational Service Coordinators: The Educational Services staffing structure was implemented differently than originally written in the 2025–26 LCAP. Rather than two certificated positions, the district utilized one certificated Educational Services Coordinator and one classified director, with the classified director funded through a different funding source. The revised structure maintained coordination and oversight of CTE, Dual Enrollment, intervention systems, and other Educational Services initiatives without adding additional staffing.

Overall, Goal 2 was substantially implemented, with meaningful progress in curriculum implementation, staffing, counseling, college and career opportunities, academic interventions, and supports for targeted student groups. Implementation challenges primarily involved participation in some programs and professional development opportunities, access to specialized staff, development of expanded Alternative Education opportunities, and adjustments associated with new curriculum and restructuring of Educational Services responsibilities. Analysis of Goal 2 implementation was informed by LCAP feedback groups, district leadership, and site administrators through review of performance data, educational partner feedback, expenditure information, and implementation progress.

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.

2.2 – Highly Qualified Teacher Retention
Actual expenditures exceeded the budgeted amount primarily due to increased staffing costs associated with salary and benefit adjustments, recruitment and retention efforts, and expanded personnel support necessary to address staffing shortages and maintain highly qualified instructional staff across school sites.

2.3 – Professional Development for support ELD Standards in all courses
Actual expenditures were lower than budgeted due to delays and reduced participation in planned professional development, training activities, conferences, and contracted services during the school year. Some professional learning opportunities were postponed, adjusted, or funded through alternative sources, resulting in lower expenditures than originally anticipated.

2.7 – Alternative Education
Actual expenditures were lower than budgeted primarily due to staffing vacancies, recruitment challenges, and delays in fully implementing planned alternative education services and supports. The district continued efforts to recruit and retain qualified staff while maintaining partial implementation of student intervention and support services throughout the school year.

2.8 – CTE Pathways
Actual expenditures exceeded the budgeted amount due to increased personnel costs, instructional materials, equipment needs, and expanded implementation supports associated with Career Technical Education (CTE) pathway programming and related student services.

2.9 – Advance Placement and Dual Enrollment Expansions
Actual expenditures exceeded the budgeted amount due to increased costs associated with Advanced Placement supports, student academic advising, college readiness services, and expanded staffing and support services necessary to support student access to advanced coursework opportunities.

2.13 – Technology/Software Devices Computers, Hotspots
Actual expenditures were lower than budgeted due to adjustments in purchasing timelines, reduced equipment replacement needs, and lower-than-anticipated costs associated with technology devices, software, and connectivity supports during the implementation year.

2.16 – Professional Development for Academic Programs
Actual expenditures exceeded the budgeted amount due to expanded professional development opportunities, increased training costs, additional instructional support activities, and staffing expenditures associated with implementation of academic programs and instructional initiatives throughout the school year.

2.17 – Interventions for Math and Reading - Sites
Actual expenditures were lower than budgeted due to staffing vacancies, delayed implementation of planned intervention services, and adjustments to site-based academic intervention programming during the school year.

2.22 – Educational Service Coordinators
Actual expenditures were lower than budgeted due to staffing shortages, recruitment challenges, and partial implementation of planned Educational Service Coordinator supports and student intervention services during the school year. Adjustments to staffing timelines and program implementation resulted in lower expenditures than originally projected.

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

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Action 2.1 – Highly Qualified Teacher Recruitment
Effectiveness of Action(s): 3 – Effective
Metric(s): 2.1, 2.2

This action was effective in supporting the district’s efforts to recruit qualified teachers and maintain certificated staffing necessary to provide students with access to rigorous, standards-aligned instruction. Recruitment efforts contributed to the district filling the majority of certificated teaching positions during the 2025–2026 school year, including the use of H-1B recruitment strategies. However, the district continued to experience challenges recruiting appropriately credentialed teachers in specialized and hard-to-fill subject areas. Teacher assignment and

student achievement data demonstrate the continued need to prioritize recruitment strategies that increase access to appropriately assigned teachers and support improved academic outcomes for all students.

Action 2.5 – Instructional Coaches
Effectiveness of Action(s): 1 – Not Effective/Not Implemented
Metric(s): 2.1, 2.2, 2.8, 2.9

This action was not implemented during the 2025–2026 school year because the district eliminated the full-time instructional coach positions due to difficulties filling the positions and challenges fully integrating the coaching model into classroom instructional practices. Because the action was not implemented, progress demonstrated in Metrics 2.1, 2.2, 2.8, and 2.9 cannot be attributed to Action 2.5. Instead, the district shifted its approach toward utilizing site-based veteran teacher expertise and ELD experts to provide professional development, PLC support, curriculum implementation guidance, and instructional support in English, Mathematics, and language acquisition. This restructuring allowed the district to continue building instructional capacity through a model that more effectively utilized existing staff expertise and increased opportunities for teacher participation and collaboration.

Curriculum, Instruction, Counseling, and Academic Support Actions
Effectiveness of Action(s): 3 – Effective
Action(s): 2.2, 2.4, 2.6, 2.8, 2.9, 2.10, and 2.19
Metric(s): 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.11, 2.12, 2.13, 4.1, 4.2, 4.4

These actions were effective in strengthening systems of student academic support, access to rigorous coursework, instructional improvement, and postsecondary readiness opportunities. The district continued implementation of Mathematics and English Language Development curriculum, intervention supports, professional development, counseling services, CTE pathways, Advanced Placement and Dual Enrollment opportunities, English learner supports, and instructional programs for students with disabilities. These actions collectively supported progress reflected in academic achievement, English learner progress, graduation, college and career readiness, and access to rigorous coursework metrics.

Counseling and student support services strengthened graduation monitoring, student academic planning, attendance interventions, and college and career advising, particularly for English learners, low-income students, foster youth, and other unduplicated student groups. CTE, AP, and Dual Enrollment actions increased opportunities for students to participate in rigorous and career-connected coursework, while English learner and intervention supports provided targeted assistance to students requiring additional academic and language development services.

The district also continued strengthening instructional programs for students with disabilities through targeted interventions, newly adopted special education curriculum, and participation in the MCOE Inclusive Practices Community of Practice. While progress was made across these areas, achievement and readiness data reflected continued disparities among student groups, demonstrating the need to maintain and refine these supports. Results across Metrics 2.1, 2.2, 2.5, 2.8, 2.9, and 2.11 will continue to be used to evaluate whether these actions are contributing to improved academic achievement, English learner progress, access to rigorous coursework, graduation, and college and career readiness outcomes.

College and Career Readiness Actions

Effectiveness of Action(s): 2 – Somewhat Effective
Action(s): 2.13, 2.14, 2.15, 2.16, 2.17, and 2.22
Metric(s): 2.6, 2.7, 2.8, 2.9, 2.10

These actions were somewhat effective in expanding college and career readiness opportunities for students. The district continued increasing access to Career Technical Education (CTE), Dual Enrollment, Advanced Placement coursework, alternative education supports, and college and career exploration opportunities. Counseling and alternative education staff increased efforts to support student engagement, credit recovery, graduation planning, and career exploration activities. Local data and educational partner feedback indicated increased student interest in Dual Enrollment, postsecondary planning, and career pathway opportunities. However, staffing shortages, credentialing limitations, facility constraints, and recruitment challenges impacted the district's ability to fully implement some planned pathway expansions, specialized instructional programs, and work-based learning opportunities during the school year.

Professional Development and Staff Training Actions

Effectiveness of Action(s): 2 – Somewhat Effective
Action(s): 2.3, 2.11, and 2.18
Metric(s): 2.1, 2.2, 2.3, 2.4

These actions were somewhat effective in supporting staff development and instructional improvement efforts districtwide. The district provided professional learning opportunities focused on curriculum implementation, English learner supports, inclusive practices, restorative practices, instructional strategies, and collaboration through Professional Learning Communities (PLCs). However, participation and implementation varied across school sites due to competing instructional demands, staffing transitions, scheduling limitations, and operational priorities during the school year. Some planned training activities, conferences, and contracted professional development services were delayed, adjusted, or only partially implemented.

Intervention, Inclusive Practices, and Student Support Actions

Effectiveness of Action(s): 2 – Somewhat Effective
Action(s): 2.7, 2.12, and 2.21
Metric(s): 2.2, 2.3, 2.4, 2.5

These actions were somewhat effective in strengthening districtwide efforts to support English learners, students with disabilities, and students requiring additional academic intervention and support services. Continued implementation of Multi-Tiered System of Supports (MTSS), intervention programs, instructional support systems, and inclusive practices helped strengthen collaboration around student achievement, intervention planning, and student support coordination. The district also expanded efforts related to inclusive practices and special education supports through participation in regional Communities of Practice, instructional collaboration, and adoption of updated curriculum resources designed to support access to rigorous instruction for all students. However, staffing limitations, recruitment challenges, and implementation capacity impacted full implementation of some intervention and support services during the school year.

Overall, Goal 2 actions were largely effective in increasing access to academic supports, counseling services, college and career readiness opportunities, intervention systems, and instructional improvement efforts. Dashboard data, local indicators, and educational partner feedback continue to demonstrate areas of growth and ongoing need, particularly related to student engagement, counseling access, and college and career readiness systems. At the same time, ongoing challenges related to staffing shortages, implementation timelines, and persistent academic achievement gaps in Mathematics, English Language Arts, and English Learner Progress indicate the need for continued refinement, targeted intervention, and expansion of supports during the 2026–2027 school year.

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

Based on reflections on prior practice, Dashboard data, local data, and educational partner feedback, several actions under Goal 2 were refined, expanded, or restructured for the 2026–2027 school year to strengthen implementation, improve coordination of services, and better address student academic achievement, intervention, and college and career readiness needs.

Action 2.3 – Professional Development for support ELD Standards in all courses:
This action will be refined to provide more targeted and job-embedded professional development aligned to curriculum implementation, English learner supports, inclusive practices, restorative practices, and instructional improvement priorities. Reflections on prior practice demonstrated that utilizing district staff and teacher leaders to facilitate trainings and professional learning opportunities increased staff participation, collaboration, and implementation effectiveness. The district will continue expanding internal capacity through coaching, collaboration, and professional learning opportunities directly connected to district initiatives, site needs, and classroom practices while continuing to support specialized trainings, conferences, and Communities of Practice.

Action 2.4 – Counselors:
For the 2026–2027 school year, the district will continue expanding counseling and student support services at comprehensive school sites through two additional school counselor positions funded through the Learning Recovery Emergency Block Grant (LREBG). Counselors will provide academic planning, graduation monitoring, attendance interventions, college and career advising, social-emotional support, and coordination of student services to improve student engagement, academic progress, and postsecondary readiness. These supports were identified through review of local academic, attendance, student wellness data, and educational partner feedback highlighting increasing student needs related to learning recovery, engagement, graduation progress, and postsecondary readiness.

Action 2.7 – Alternative Education:
This action will continue to be refined and expanded to strengthen Alternative Education programming, intervention systems, and student support opportunities. Reflections on prior practice identified a need to increase opportunities for students to participate in academic interventions, credit recovery, enrichment activities, college and career readiness experiences, and expanded support services within Alternative Education settings. The district will continue strengthening coordination of services and student support systems designed to improve student engagement, graduation outcomes, and postsecondary readiness.

Action 2.8 – CTE Pathways:

This action will continue expanding Career Technical Education pathway opportunities and student access to career-connected learning experiences. Additional focus will be placed on increasing participation and access for English learners, students with disabilities, foster youth, and other underserved student groups through expanded pathway participation, industry exposure, and career readiness opportunities.

Action 2.9 – Advance Placement and Dual Enrollment Expansions:
This action will continue expanding access to Advanced Placement and Dual Enrollment opportunities through increased student outreach, academic advising, participation supports, and college readiness activities. Reflections on prior practice and educational partner feedback demonstrated continued student interest in advanced coursework and postsecondary opportunities, while also identifying the need for increased support systems to improve student participation and access.

Action 2.13 – Technology/Software Devices Computers, Hotspots:
This action will continue supporting equitable access to technology, instructional software, devices, and connectivity resources necessary to support instruction, intervention services, college and career readiness activities, and student access to digital learning opportunities.

Action 2.16 – Professional Development for Academic Programs:
This action will be expanded to provide additional professional development, instructional support, and collaboration opportunities aligned to curriculum implementation, inclusive practices, restorative practices, intervention systems, and instructional improvement initiatives identified through local and Dashboard data.

Action 2.17 – Interventions for Math and Reading - Sites:
This action will be strengthened to improve site-based intervention systems and targeted academic supports in Mathematics and Reading in response to continued achievement gaps identified through Dashboard and local assessment data. The district will continue expanding intervention opportunities, including after-school intervention supports, targeted academic assistance, and instructional support services designed to improve student achievement outcomes.

Action 2.18 – Homeless/Foster Youth Supports:
This action will continue to be refined to strengthen coordination of services, academic supports, and access to school resources for homeless youth and foster youth. Reflections on prior practice and educational partner feedback identified the continued need for improved outreach, coordination, and student support systems to address barriers impacting student engagement, attendance, and academic success.

Action 2.22 – Educational Service Coordinators:
During the 2025–2026 school year, the staffing structure for Educational Service Coordinators was revised from two certificated positions to one certificated coordinator and one classified director position. Responsibilities related to MTSS coordination, intervention systems, college and career readiness supports, Dual Enrollment coordination, and student support services continued; however, a portion of the program oversight responsibilities shifted to the classified director position supported through an alternative funding source. This adjustment was made to improve operational efficiency, strengthen program coordination, and better align staffing structures with district implementation needs and available funding sources.

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	Highly Qualified Teacher Recruitment	Our district is dedicated to the academic advancement of all our students, particularly those who are low-income, foster youth, students with disabilities, and English learners. To achieve this, it is crucial to employ the most qualified and well-prepared teachers who can support academic achievement and readiness for college and careers. Integrated and designated English language instruction by well-trained and experienced teachers is essential to address the needs of all students and improve student academic outcomes. Actively recruiting experienced teachers who can effectively educate our students is a priority to foster academic progress. To expand our ability to attract the best talent, the district will enhance our recruitment strategies to include participation in job fairs, as well as subscribing to digital recruitment platforms. This expanded outreach will ensure we have access to a wide pool of highly qualified and seasoned teachers, further supporting our commitment to improving educational outcomes for our students.	$13,000.00	No
2.2	Highly Qualified Teacher Retention	The academic development of our low-income students, foster youth, students with disabilities, and English learners is a central focus for our district. To effectively support their academic achievements and readiness for college and careers, it is essential to recruit and retain the most qualified and well-prepared teachers. Teachers who are well-trained and experienced in both integrated and designated language instruction will significantly enhance student growth and meet the diverse needs of all students. To achieve this, the district is committed to actively recruiting, hiring, and retaining highly qualified staff by offering competitive salaries and benefits. We will provide signing bonuses and offer stipends to mentor teachers involved in teacher induction programs. These initiatives are designed to	$695,649.12	Yes

Action #	Title	Description	Total Funds	Contributing
		attract and retain educators who can deliver exceptional educational outcomes for our students.		
2.3	Professional Development to support ELD Standards in all courses	The academic progress of our low-income students, foster youth, students with disabilities, long-term English learners, and English learners hinges on providing robust support to all teachers, especially those new to the profession. This support includes equipping them with effective instructional strategies, developing engaging lesson plans, and integrating English Language Development (ELD) standards into their teaching. By offering integrated and designated language instruction that is tailored to accommodate learners at all levels, we ensure that all students have access to the core curriculum. To meet these objectives, the district will provide comprehensive training, professional development opportunities, access to conferences, expert consultants, and academic coaching. These resources will specifically focus on developing lesson plans across all content areas that seamlessly integrate ELD standards, thereby promoting language development and academic acceleration for all students.	$5,060,213.24	Yes
2.4	Counselors	The district will continue expanding counseling and student support services at comprehensive school sites through two additional school counselor positions funded through the Learning Recovery Emergency Block Grant (LREBG). These counselors will provide academic planning, graduation monitoring, attendance interventions, college and career advising, social-emotional support, and coordination of student services to address ongoing student needs related to learning recovery, student engagement, academic progress, and postsecondary readiness identified through local data and educational partner feedback. The district will utilize approximately $267,421.00 of prior year's LREBG funds to support two additional academic counselors to address needs identified through the district’s needs assessment, including academic recovery, chronic absenteeism and student engagement, graduation and credit completion, and increased social-emotional and behavioral support needs. The additional counselors will increase direct services to students through academic and graduation	$267,421.00	No

Action #	Title	Description	Total Funds	Contributing
		monitoring, attendance interventions, individualized student planning, referrals and connections to wellness and mental health supports, and increased outreach to students and families. Increasing counseling capacity will allow for earlier identification of students experiencing barriers to academic success and more consistent implementation of targeted interventions, particularly for students most impacted by learning disruption. This action will be measured by the College Career Indicator, Graduation Rate, Suspension Rate, Attendance metrics.		
2.5	Instructional Coaches - Discontinued	2025-2026 Position funding will be redistributed: Due to difficulties in filling these full-time positions and inconsistent impact in teacher professional development and instructional practices, funds will be reallocated to more pressing student needs. Due to late resignations, positions were not updated in time to be removed from the new year budget and will be revised at the next budget cycle. Resources will shift to Action 2.6 to expand direct academic interventions in Math, English, and Language Acquisition, prioritizing targeted recovery services with a stronger, measurable impact on student success. 2024-2025 Action: "District-level instructional coaches will deliver personalized professional development to all teachers, tailoring support to effectively meet the needs of low-income students, foster youth, students with disabilities, and English learners. Given the significant influx of new teachers, this individualized academic coaching is essential to ensure that their lesson plans are aligned with content and English Language Development (ELD) standards. Instructional coaches will provide guidance on differentiated teaching practices, helping teachers to integrate ELD standards into their lessons and develop engaging teaching methods that make learning accessible and enjoyable for students. The focus will primarily be on English Language Arts (ELA) and Math, but they will support teachers across all subject areas, targeting our unduplicated students and creating learning environments that are inclusive and stimulating for students at all academic levels. Coaches will train all teachers to implement ELD principles effectively and to engage in the cycle of continuous improvement (technical assistance), both in their individual classrooms and within their Professional Learning Communities (PLCs)"	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Interventions for Math, English, Language Acquisition, and supports	2026-2027: Both comprehensive high schools will utilize site-based teacher experts to provide professional development, support with Professional Learning Communities work, and curriculum implementation guidance in English and Math. Specialized focus areas like ELD and Special Education experts will be utilized to ensure the inclusion of all learners in the most rigorous course of study with appropriate language acquisition support. In addition, educational technology leads will provide additional support to staff and students with the implementation of AI in schools. 2025-2026: With the elimination of full-time instructional coaches under action 2.5, both schools will utilize site-based veteran teacher experts to provide professional development, support with Professional Learning Communities work, and curriculum implementation guidance in English and Math. Additionally, ELD experts will be utilized to ensure the inclusion of English Learners in the most rigorous course of study with appropriate language acquisition support. 2024-2025: According to the latest state and local assessments, our English learners and students with disabilities exhibit the most significant academic needs. To address these needs, the district will implement targeted interventions that provide both in-class and after-school academic support. To aid our unduplicated students, the district will offer specialized Math and ELA support classes, along with before and after-school tutoring at comprehensive and alternative educational sites. This support will include the use of mathematics and English support software designed to assist students who are struggling to meet or exceed grade-level academic standards. Furthermore, the use of assessment software will be crucial in enabling teachers to monitor and track student progress effectively. This comprehensive support framework will also encompass the salaries and benefits for certificated staff involved in delivering these critical educational services.	$1,200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Alternative Education	2026-2027: This action will continue to be refined and expanded to strengthen Alternative Education programming, intervention systems, and student support opportunities. Reflections on prior practice identified a need to increase opportunities for students to participate in academic interventions, credit recovery, enrichment activities, college and career readiness experiences, and expanded support services within Alternative Education settings. The district will continue working toward expanding student access to these opportunities through improved program coordination, increased student outreach, and continued development of academic and support systems designed to improve student engagement, graduation outcomes, and postsecondary readiness. 2025-2026: Our low income, foster youth, and English learner students present the greatest potential for continued academic improvement, as indicated by the latest state and local assessments. These groups exhibit the largest academic disparities, and many require alternative educational services to facilitate credit recovery, support for teen parents, and address any specific medical needs. To facilitate credit recovery and increase the chances of graduation for more students, the district is committed to expanding and refining our alternative education program to better serve our most disadvantaged students. This expansion will include: • Relocatable buildings to augment classroom space, allowing for more flexible and responsive educational environments. • Hiring alternative education teachers who specialize in small group settings to help students accelerate their credit recovery. • Additional staff to provide targeted support for English learners and special education students who are underperforming and credit deficient. • Implementing credit recovery software designed to boost graduation rates and college and career readiness by providing tailored learning and assessment opportunities.	$1,657,329.16	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Career Technical Education (CTE) Pathways	Expanding Career Technical Education (CTE) Pathways is a strategic initiative designed to provide all students, particularly our unduplicated students, with essential skills and knowledge for post-secondary success. By broadening these pathways, we aim to equip students with the competencies needed to thrive in various career fields, ensuring they are well-prepared for the demands of the workforce and higher education. This expansion will not only maintain but enhance the existing CTE pathways by allocating necessary resources—such as salaries and benefits for specialized staff, along with materials and supplies—to support and enrich these programs. Additionally, we plan to introduce new pathways that reflect the latest industry trends and align with student interests, providing a diverse range of opportunities that cater to different career aspirations.	$3,716,133.68	Yes
2.9	Advanced Placement (AP) and Dual Enrollment Expansion	Our homeless students, students with disabilities, and English learners exhibit the most significant academic needs and are underrepresented in our advanced courses. Research consistently demonstrates that access to rigorous academic classes can greatly enhance post-secondary opportunities and academic success for underrepresented students in higher education. To address this gap, the district is committed to expanding the availability of AP and dual enrollment courses across all school sites, including alternative education settings. This expansion aims to not only increase enrollment of unduplicated students in these challenging courses but also to provide the necessary supports to improve their success rates on AP exams. To support this initiative, the district will provide supplemental curriculum materials, college textbooks, and other supplies that facilitate differentiated instruction tailored to the diverse learning needs of our students. Furthermore, we will cover testing fees and offer specialized tutoring services to bolster academic performance. These resources are critical in ensuring that all students, especially those from historically marginalized groups, have the necessary support to excel in rigorous academic environments and achieve their full potential.	$1,247,915.50	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Support for English Learners	2026-2027: no changes from previous year. 2025-2026: An additional EL Liaison will be placed at the Alternative Education campus in Greenfield, doubling the services available to our alternative education students. This action is designed to ensure equitable language development support and to strengthen the pathway to graduation and post-secondary readiness for English Learners in non-traditional settings. The addition of this role reflects the district's commitment to closing opportunity gaps and meeting the specific needs of our most linguistically underserved students at both Alternative Education sites. 2024-2025: Our English learner (EL) students exhibit significant potential for ongoing academic improvement, as indicated by the latest state and local assessments. There is a pressing need to closely monitor the support systems for EL students and the effectiveness of the overall EL program to enhance their reading comprehension, academic achievement, and overall learning progress. To address this need effectively, the district plans to provide additional English Language Development (ELD) liaisons. These support staff will provide targeted support in core subject classrooms, particularly where English learners require the most assistance. Collaborating with the district's paraeducators in working with students with disabilities (SWD) as well as instructional coaches, the ELD liaisons will actively engage in classrooms. They will monitor and support the progress of EL students to enhance their academic performance, reading skills, and learning development. Additionally, long-term English learner (LTEL) courses will be tailored to foster language development, focusing on the specific needs of these students. To further support language acquisition, we will introduce additional supplementary curriculum materials designed to enhance vocabulary and literacy skills for EL students enrolled in A-G classes. This approach ensures that differentiation is effectively implemented, allowing EL students equitable access to core academic content and promoting their overall academic success.	$1,168,962.97	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Instructional Programs - EL Supplemental Curriculum	According to the latest state and local assessments, our low-income, foster/homeless youth, and English learner students show significant potential for ongoing academic growth. A curriculum that enhances vocabulary development is crucial to bolstering their academic achievement, reading comprehension, and overall progress. To address these needs effectively, the district is committed to implementing supplemental programs specifically designed to support the academic development of our underperforming pupils, specifically English learners. These programs will provide targeted assistance to ensure these students have the necessary resources to succeed academically.	$10,000.00	Yes
2.12	Instructional Programs - AVID	According to the latest state and local assessments, our low-income, foster youth, and English learner students demonstrate significant potential for ongoing academic enhancement. The Advancement Via Individual Determination (AVID) program plays a crucial role in helping these unduplicated students meet A-G requirements and broaden their post-secondary opportunities. To ensure these students continue to benefit from this program, the district will sustain its implementation of AVID at participating schools. This commitment includes funding for salaries and benefits for certificated staff, as well as covering program fees, materials, and supplies. To further enhance the effectiveness of the AVID program, the district will introduce college or academic tutors. These tutors will provide additional support within the AVID classes and extend their services to other courses where students, particularly English learners and students with disabilities, require additional academic assistance to succeed. This targeted tutoring initiative is designed to help students strengthen their academic skills and achieve success across all their classes.	$164,443.57	Yes
2.13	Technology/Software - Devices	Access to technology is crucial for enhancing educational opportunities, especially for English learners, low-income students, and foster youth. Providing these students with the necessary technology tools not only	$1,022,924.34	Yes

Action #	Title	Description	Total Funds	Contributing
		improves their academic performance but is also essential for acquiring key 21st-century skills. To address this need, the district is committed to ensuring that both students and staff are well-equipped with the necessary devices. The district will introduce a systematic rotation plan to regularly update these devices, ensuring that English learners, low-income students, and foster youth always have access to the latest and most effective technology. This approach guarantees that all users benefit from modern, functional tools tailored to meet their educational requirements efficiently.		
2.14	Teen Parenting Program (TPP)	According to recent state and local assessments, low-income students, English learners and foster youth demonstrate significantly more need when they become pregnant. In South Monterey County, we encounter one of the highest rates of teen pregnancy in the county, with a considerable number of affected students coming from our low-income and foster youth populations. In response to this challenge, the district is dedicated to strengthening our districtwide Teen Parenting Program. This commitment involves providing additional resources, such as extra supplies and a tailored curriculum, designed to support these students academically while they navigate the complexities of parenthood. This enhanced support aims to ensure that low-income students and foster youth have the necessary tools to succeed in their educational endeavors despite the additional responsibilities of parenting.	$150,067.11	Yes
2.15	Assistant Principal	To enhance academic support for underperforming and credit-deficient students, we restructured the leadership model at our alternative education sites by assigning one assistant principal to each location. This strategic shift is intended to provide consistent and effective administrative oversight at both Portola-Butler Continuation High School campuses. By reinforcing the leadership structure, our goal is to improve graduation rates and increase college and career pathway completions, particularly among English learners, socioeconomically disadvantaged students, and those identified as homeless or in foster care.	$653,033.10	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition, assigning dedicated clerical support staff at each comprehensive site will help streamline and expedite the support processes for students requiring academic intervention. Collectively, these efforts are designed to ensure that more students not only meet graduation requirements but are also well-prepared to pursue postsecondary education or enter the workforce with confidence and direction.		
2.16	Professional Development for Academic Programs	According to the most recent state and local assessments, our low-income, foster youth, and English learner students show considerable potential for continued academic progress. In high school settings, delivering "first and best instruction" involves providing the highest quality teaching that engages and is tailored to the needs of every student from the outset. This kind of instruction is crucial for improving student achievement, particularly among our most vulnerable populations. "First and best instruction" in this context means employing evidence-based teaching methods that are delivered by well-trained, highly competent teachers. These methods should actively involve students in learning that builds on their strengths, addresses their learning needs, and increases their engagement. This approach goes beyond traditional teaching by incorporating strategies that are inclusive and adaptive, ensuring all students not only understand the material but are also able to apply their knowledge in meaningful ways. The district will invest in professional development, resources and tools that support these educational strategies, ensuring that teachers have access to the latest research and best practices in pedagogy. By reinforcing our commitment to "first and best instruction," we aim to elevate the educational experience for all students, setting a strong foundation for their academic and future success. In addition, the district will partner with MCOE to engage in a Math Community of Practice and Inclusive Practices to foster a collaborative environment where educators can share insights and challenges.The district will also provide ongoing professional development for all newly adopted and pilot curriculum.	$455,171.62	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	Interventions for Math and Reading	Recent state and local assessment data indicate that low-income students, foster youth, and English learners continue to require additional academic support and intervention opportunities in Mathematics and English Language Arts to strengthen academic achievement and improve progress toward grade-level standards. In response, the district will provide targeted intervention and academic support opportunities, including after-school intervention programs, supplemental academic assistance, expanded learning opportunities, and coordinated student support services across comprehensive school sites. To support effective implementation of these intervention services, the district will provide instructional materials, supplemental resources, technology supports, staffing, intervention tools, and program coordination necessary to strengthen student learning and engagement in Mathematics and English Language Arts. These efforts are intended to expand access to academic support, increase opportunities for targeted intervention, and help unduplicated students build the skills necessary to improve academic outcomes and reduce persistent achievement gaps.	$408,847.00	Yes
2.18	Homeless/Foster Youth Supports	According to the most recent state and local assessments, our homeless and foster youth present substantial opportunities for continued academic growth. It is essential to closely monitor their academic achievement, reading comprehension, and overall learning progress to enhance the educational outcomes of this vulnerable student group. To address this need effectively, the district will continue to coordinate the need of homeless/foster students. This is a crucial strategy in overseeing and supporting the specific needs of these students, ensuring they receive the tailored assistance required to thrive academically.	$30,000.00	Yes
2.19	Instructional Programs - Students with Disabilities	According to the latest state and local assessments, our students with disabilities demonstrate significant potential for continued academic growth. To further enhance their academic achievement and provide additional support, the district will introduce special education intervention classes. These classes are designed specifically to strengthen basic skills, thereby accelerating the progress of students with disabilities in general	$505,047.35	No

Action #	Title	Description	Total Funds	Contributing
		education settings. This initiative underscores our commitment to ensuring that all students receive the necessary resources and support to succeed academically.		
2.20	College and Career TOSA - discontinued	Action 2025-2026: The district will eliminate the standalone College and Career TOSA position and restructure college and career readiness supports by integrating these responsibilities into the broader Educational Services department via the Educational Services Coordinator, Action 2.22. This reorganization will align CTE, Dual Enrollment, and post-secondary preparation efforts with districtwide instructional services, ensuring more cohesive and efficient support for English learners, students with disabilities, and homeless students. The integrated approach will enhance participation, equity, and completion rates in college and career pathways across all schools. Action 2024-2025: The district will employ a College and Career Teacher on Special Assignment (TOSA) to facilitate the expansion of Career Technical Education (CTE) and other college and career preparatory pathways across the district including dual enrollment. This decision is prompted by the currently low completion rates among English learners, students with disabilities, and homeless students enrolled in CTE programs . The College and Career TOSA will provide specialized support to CTE and dual enrollment teachers, ensuring that these targeted student groups not only succeed but also increase their participation in these valuable pathways. This strategic role is crucial for enhancing the effectiveness and reach of our college and career preparatory offerings districtwide.	$0.00	
2.21	Military Science Program	To bolster leadership development and college and career readiness, particularly for low-income students, English learners, and foster youth, this program is designed to enhance military science skills, foster group collaboration, and advance academic achievement. It includes an array of field trips and bivouacs, providing real-world contexts where students can actively develop and hone their leadership capabilities.	$301,307.64	Yes

Action #	Title	Description	Total Funds	Contributing
		This initiative not only allows students to explore potential military careers but also equips them with essential leadership skills applicable across all future workplaces. By emphasizing these opportunities, the program aims to empower our underserved students with the confidence and skills needed to lead effectively and succeed in whichever career path they choose.		
2.22	Educational Service Coordinators	2026-2027: During the 2025–2026 school year, the staffing structure for Educational Services Coordinators was revised from two certificated positions to one certificated coordinator and one classified director position. Responsibilities related to CTE, Dual Enrollment, MTSS coordination, intervention systems, and postsecondary readiness supports continued; however, a portion of the coordination and oversight responsibilities shifted to the classified director position, which was supported through an alternative funding source. This adjustment was made to improve operational efficiency, strengthen program coordination, and better align staffing structures with district implementation needs and available funding sources. 2025-2026 Educational Services Coordinators will be responsible for overseeing and aligning college and career readiness initiatives, including Career Technical Education (CTE), Dual Enrollment, and post-secondary pathway development, within the broader instructional framework. These positions will play a key role in ensuring equitable and coherent access to college and career opportunities for all students, with an intentional focus on supporting underrepresented student groups such as English learners, foster youth, students with disabilities, and low-income students. By centralizing oversight, these coordinators will strengthen program alignment across departments, increase student participation in CTE and college preparatory programs, and support the design of inclusive, high-quality academic and career pathways. Additionally, the coordinators will engage in ongoing professional development to stay current with evolving policies, legislation, and compliance requirements related to college and career readiness, ensuring programs remain relevant, accessible, and effective across all school sites.	$347,795.20	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage all educational partners in meaningful ways	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Local Control and Accountability Plan (LCAP) needs assessment, along with insights from the California Healthy Kids Survey and empathy interviews with students and parents, has highlighted the need for improved communication strategies within the district. This encompasses how sites, counselors, and teachers engage with parents, particularly in areas such as supporting students at home, navigating A-G course selections, understanding classroom interventions, and participating in parent meetings. Feedback indicates that current communication practices may not effectively reach all parents, impacting their ability to feel welcomed and engaged in the school environment.

To address these issues, it is crucial to engage all educational partners in meaningful ways across our district. This engagement involves fostering collaboration that brings together diverse perspectives and expertise, enhancing our decision-making processes and the development of policies and procedures that better cater to the needs of our entire student body. When we actively involve partners like parents, local businesses, higher education institutions, and community organizations, we not only enrich students' learning experiences through additional resources like mentorship and internship opportunities but also strengthen the sense of community and shared responsibility.

This comprehensive engagement is essential for aligning educational goals with community values and expectations. By deepening our connection with parents and community partners, we build a stronger support network that not only drives student success but also better prepares them for future challenges. This is the foundation of this goal to ensure that every member of our community contributes to and benefits from our educational system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District English Learner Advisory Committee (DELAC) and District	2023-2024: Total parent participation: 52 parents	2024-2025:	2025-2026:	2026-2027:	+7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Advisory Committee (DAC): Parents informing school board decision making process for English Learners (EL) Source: Parent Sign-in Sheets		Total parent participation: 176 parents	Total parent participation: 59 parents	Total parent participation: 200 parents	
3.2	English Learner Advisory Committee (ELAC): Parents informing school principal on effectiveness of English Learner program. Source: Parent Sign-in Sheets	2023-2024: Total parent participation: 59 parents	2024-2025: Total parent participation: 176 parents	2025-2026 Total parent participation: 197	2026-2027: Total parent Participation: 150 parents	+138
3.3	School Site Council (SSC) : Parents informing school principal on the effectiveness of interventions and supports for underperforming students and students with disabilities. Source: Parent Sign-in Sheets	2023-2024: Total parent Participation: 22 parents	2024-2025: Total Parent Participation: 113 parents	2025-2026 Total parent participation: 22	2026-2027: Total parent Participation: 50 parents	no change
3.4	Community Digital Surveys: soliciting input and feedback for the Local Control and Accountability Plan (LCAP) Source: Microsoft Forms Source: Digital Survey responses	2023-2024: Total Parent Responses: 33 parents	2024:2025: Total Parent Responses: 22 parents	2025-2026 Total parent responses: 187	2026-2027: Total Parent Responses: 200 parents	+154

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Parent Workshops: each school offers various workshop topics Source: Parent Sign-in Sheets	2023-2024: Parent Education: 103 parents Students with Disabilities (SWD) Information: 0 parents A-G Requirements: 11 parents	2024:2025: Parent Education: 1,627 Students with Disabilities (SWD) Information: 20 parents A-G Requirements: 32 parents	2025-2026: Parent Education: 1018 Cafecito: 138 Partners 4 Peace: 66 A-G/Senior Meetings: 31 Cash for College: 60 PIQE: 723	2026-2027: Parent Education: 1500 parents A-G Requirements: 500 parents	All: +915 A-G Requirements: +20

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.

In 2025–26, Goal 3 was implemented with a focus on strengthening communication, increasing family engagement, and creating more meaningful opportunities for educational partner participation across the district. Key actions included Parent Involvement Coordinators (Action 3.1), Parent Communication and Participation Support (Action 3.2), Technology/Software for Parent Communication (Action 3.3), and Professional Development (Action 3.4).

Action 3.1 – Parent Involvement Coordinators supported family outreach, parent participation, workshops, school communications, and connections between families and school and district resources. During implementation, the district expanded parent involvement support to improve outreach across school sites, including Alternative Education, and increase participation from historically underrepresented families. Educational partner feedback reinforced the need for stronger family engagement, accessible communication, and increased opportunities for parents to participate in school leadership and engagement activities.

Action 3.2 – Parent Communication and Participation Support provided interpretation and translation services, outreach activities, and other supports intended to increase meaningful family participation. During implementation, demand for interpretation and translation services increased, particularly for Spanish- and Triqui-speaking families participating in IEP meetings, parent conferences, workshops, advisory meetings, and district events. The district responded by increasing multilingual communication and outreach to address persistent language and participation barriers.

Action 3.3 – Technology/Software for Parent Communication supported digital communication systems, including ParentSquare and other tools used to provide families with timely information and translated communications. These systems improved the district's ability to

communicate with families; however, implementation also identified a continued need to help parents develop the digital literacy necessary to effectively access and navigate these platforms.

Action 3.4 – Professional Development supported capacity-building for staff and parent involvement personnel and was expanded during implementation to provide greater learning and leadership opportunities for parents. Parent participation in opportunities such as CABE demonstrated the value of providing parents with structured professional learning and leadership experiences and informed the district's continued emphasis on parent workshops and engagement opportunities.

Educational partner feedback gathered through surveys, empathy interviews, DELAC, DAC, DSAT, community engagement activities, and other consultation opportunities informed implementation across these actions. Feedback emphasized stronger school-family communication, culturally and linguistically responsive outreach, greater opportunities for parent and student voice, and improved access to information and resources.

Challenges during implementation included the growing demand for interpretation services, continued communication barriers for some families, and the need to provide additional support for parents navigating digital communication platforms and school systems. Despite these challenges, increased participation in parent workshops, advisory committees, and engagement activities reflected continued progress toward building stronger relationships among schools, families, and the community. Overall, Actions 3.1 through 3.4 supported improved communication, accessibility, family participation, and more inclusive opportunities for educational partner engagement during the 2025–26 school 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.

There were no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions 3.1, 3.3, and 3.4. Most actions were implemented substantially as planned and aligned with the district’s efforts to strengthen communication, parent engagement, and educational partner participation across all school sites.

Action 3.2 – Parent Communication and Participation Support experienced higher-than-anticipated expenditures during the 2025–26 school year due to the increased demand for interpretation, translation, and parent outreach services. Throughout the year, the district identified a greater need for multilingual communication support, particularly for Spanish- and Triqui-speaking families, during IEP meetings, parent conferences, workshops, advisory meetings, and district events. Additional costs were also associated with expanded meeting materials, parent engagement supplies, and communication resources to support increased participation from families across the district.

Additionally, expenditures increased as the district expanded efforts to improve family engagement and accessibility through parent workshops, leadership opportunities, and digital communication supports. Educational partner feedback consistently emphasized the importance of accessible communication, culturally responsive outreach, and stronger connections between schools and families. As a result, additional resources were utilized to support interpretation services, translated materials, and communication systems to ensure families had equitable access to information and opportunities for participation.

Despite these increased expenditures, the additional investments positively supported family engagement efforts and contributed to increased participation in advisory committees, workshops, and school engagement activities during the 2025–26 school year.

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

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Action: 3.1 – Parent Involvement Coordinators

Effectiveness of Action(s): 3 – Effective
Metric(s): 3.1, 3.2, 3.3, 3.7

This action was effective in expanding parent engagement opportunities and strengthening communication between schools and families across the district. Parent Involvement Coordinators supported outreach efforts, organized workshops and meetings, assisted families in navigating school systems, and increased participation in advisory committees and school events. These supports were especially important for families of English learners, low-income students, and students attending Alternative Education programs.

Educational partner feedback throughout the year emphasized the importance of stronger family-school relationships, improved communication, and greater support for parents in understanding academic expectations, college and career opportunities, and available student services. Parent coordinators helped bridge communication gaps and improve access to resources and information for historically underserved families. Continued participation in DELAC, DAC, ELAC, SSC meetings, and parent workshops demonstrated ongoing efforts to strengthen educational partner engagement across the district.

Action: 3.2 – Parent Communication and Participation Support

Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 3.1, 3.2, 3.4, 3.7

This action was somewhat effective in improving communication and increasing family participation opportunities throughout the district. Expanded interpretation and translation services improved accessibility for Spanish- and Triqui-speaking families during meetings, conferences, workshops, and school events. Additional outreach efforts and parent engagement activities also increased participation among families who had historically experienced barriers to involvement.

Educational partner feedback highlighted the importance of clear communication, culturally responsive outreach, and stronger support systems for parents navigating school processes and academic expectations. While progress was made in increasing accessibility and participation, challenges remained in meeting the growing demand for interpretation services and ensuring all families consistently accessed digital communication tools and school resources. Some parents continued to report barriers related to technology access, communication consistency, and understanding available academic supports and college/career pathways for students.

Despite these challenges, the district's increased investment in multilingual communication and family outreach contributed to expanded opportunities for parent participation and more inclusive engagement opportunities during the 2025–26 school year.

Action: 3.3 – Technology/Software for Parent Communication

Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 3.7, 3.4

This action was somewhat effective in improving communication between schools and families through the continued use of digital communication platforms, translated messaging systems, and online access to important school information and resources. ParentSquare and other communication tools allowed schools to provide more timely updates regarding student progress, school events, attendance, academic supports, and district information.

Educational partner feedback indicated that families valued receiving more consistent and accessible communication from schools. Staff and parents also emphasized the importance of maintaining communication systems that support multiple languages and improve family access to educational information. These tools helped increase participation in school activities, workshops, and advisory meetings while improving overall outreach efforts across the district.

Although many families benefited from expanded digital communication systems, the district also identified an ongoing need to support parents in navigating digital platforms and accessing translated materials. Continued efforts will be needed to strengthen digital literacy and ensure equitable access to communication tools for all families.

Action: 3.4 – Professional Development

Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 3.7, 4.2

This action was somewhat effective in supporting staff and parent capacity-building related to family engagement, communication practices, and educational partner collaboration. Professional development opportunities and parent workshops helped strengthen staff awareness of culturally responsive communication practices and supported efforts to improve family engagement and outreach across school sites.

Throughout the year, opportunities for parent leadership, workshops, conferences, and advisory participation were provided to support parent understanding of school systems, academic expectations, college and career readiness, and strategies to support students at home. Educational partner feedback indicated that families valued these opportunities and appreciated efforts to increase communication and engagement.

However, implementation and participation varied across school sites due to scheduling limitations, staffing capacity, competing priorities, and barriers related to transportation, technology access, and family availability. Additional support is still needed to ensure consistent participation opportunities and equitable access for all families. Educational partner feedback also continued to highlight the need for stronger

communication practices, increased academic support for students, and additional opportunities for parents and students to feel connected and supported within the school community.

Educational partner feedback continued to emphasize the importance of accessible communication, culturally responsive outreach, multilingual supports, and meaningful opportunities for parent engagement and leadership, which will continue to guide implementation and refinement of Goal 3 actions during the 2026–2027 school year.

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

The adjustments made to Goal 3 reflect the district's continued commitment to strengthening communication, increasing family engagement, and improving accessibility for all educational partners. Feedback gathered from parents, students, staff, and advisory committees during the 2025–26 school year highlighted the importance of clear and timely communication, stronger school-family relationships, increased opportunities for parent and student voice, and more accessible supports for multilingual families, particularly those speaking Spanish and indigenous languages such as Triqui. These refinements are intended to build upon the district's existing family engagement efforts while ensuring that all families, regardless of language, background, or school site, have meaningful opportunities to participate as active partners in their students' educational experience.

Action 3.1 – Parent Involvement Coordinators

For the 2026–27 school year, the district will continue strengthening family engagement efforts by expanding outreach and communication supports for families across all school sites, including Alternative Education programs. Based on educational partner feedback, the district will place additional emphasis on building stronger school-family relationships, increasing parent participation in school activities and advisory groups, and ensuring families feel informed, welcomed, and supported in their child's educational experience.

Action 3.2 – Parent Communication and Participation Support

For the 2026–27 school year, the district will continue expanding interpretation, translation, and multilingual communication supports to improve accessibility and participation for all families, particularly Spanish- and Triqui-speaking families. Based on educational partner feedback and increased utilization during the 2025–26 school year, additional resources will support parent outreach, translated materials, workshops, and engagement activities to strengthen communication between schools and families and improve equitable access to information and educational opportunities.

Action 3.3 – Technology/Software for Parent Communication

For the 2026–27 school year, the district will continue utilizing digital communication platforms and translated messaging systems to improve timely communication and family access to school information and resources. Additional emphasis will be placed on supporting parents in navigating digital communication tools and accessing translated materials to ensure all families can effectively engage with schools and support student success.

Action 3.4 – Parent Workshops and Engagement (changed from Professional Development)

For the 2026–27 school year, the district will continue providing professional development opportunities focused on culturally responsive communication practices, family engagement strategies, and educational partner collaboration. Additional opportunities for parent leadership development and engagement will also be incorporated to strengthen partnerships between schools and families and increase meaningful participation in the educational process.

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	Parent Involvement Coordinators	2026-2027: The district will continue strengthening family engagement and school-family communication by maintaining and expanding parent outreach supports across all school sites, including Alternative Education programs. These efforts are intended to increase parent participation, improve access to school resources, and strengthen relationships between families and schools. 2025-2026: Additional Parent Involvement Coordinators will be hired, one at the district office and one dedicated to supporting both Alternative Education campuses. 2024-2025: According to recent state and local assessments, our students who are low-income, foster youth, and English learners show significant potential for academic growth. Studies have repeatedly affirmed that effective communication and active parental involvement are crucial in fostering the educational success of all students, especially those from underserved groups. To address this essential need, the district will maintain the position of Parent Involvement Coordinators at each comprehensive site. These professionals are key in bridging communication gaps and ensuring that all parents receive the necessary information and support to be actively involved in their children's education. This role is vital for empowering parents to contribute positively to their children's academic journeys.	$419,276.25	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Communication and Participation Support	For the 2026–27 school year, the district will continue expanding interpretation, translation, and multilingual communication supports to improve accessibility and participation for all families, particularly Spanish- and Triqui-speaking families. Based on educational partner feedback and increased utilization during the 2025–26 school year, additional resources will support parent outreach, translated materials, workshops, and engagement activities to strengthen communication between schools and families and improve equitable access to information and educational opportunities. Parents and guardians play an indispensable role in fostering their children's academic progress, particularly for parents of English learner students. Recognizing this, the district is committed to enhancing parent engagement by providing the necessary supplies and materials for parent training sessions and activities at each site. Furthermore, to streamline and improve communication with parents and the broader community, the district will employ and sustain clerical support at the district level. To further support parent involvement, additional resources will be allocated to help parents effectively utilize digital platforms. This will enable them to communicate more efficiently with teachers and stay informed with updates and messages from their child's school. These measures are designed to empower parents, ensuring they have the tools and support needed to actively contribute to their children's educational experience.	$519,754.20	Yes
3.3	Technology/Software for Parent Communication	For the 2026–27 school year, the district will continue utilizing digital communication platforms and translated messaging systems to improve timely communication and family access to school information and resources. Additional emphasis will be placed on supporting parents in navigating digital communication tools and accessing translated materials to ensure all families can effectively engage with schools and support student success. Effective communication and active parent involvement are essential for supporting the education of all students, particularly those from low-income backgrounds, foster youth, and English learners. To address this need, the district will implement Parent Square to ensure timely and efficient	$36,964.26	Yes

Action #	Title	Description	Total Funds	Contributing
		communication with all parents. Additionally, the district will utilize Document Tracking Services or a similar system across all sites and departments to manage and disseminate important documents such as the LCAP, School Plan for Student Achievement (SPSA), and Safety Plans, ensuring that they are accessible to the community and parents. To specifically accommodate the needs of our English learner parents, the district will provide all essential documents in translated forms and offer interpretation services in the parents' primary languages. This ensures that all parents have the ability to fully understand and engage with their children's education. Furthermore, to assist students who face challenges accessing content in their primary language, the district will invest in additional equipment. This initiative aims to bridge the language gap and reduce academic disparities, facilitating a smoother transition as students enhance their English proficiency.		
3.4	Parent Workshops and Engagement (changed from Professional Development)	For the 2026–27 school year, the district will continue providing professional development opportunities focused on culturally responsive communication practices, family engagement strategies, and educational partner collaboration. Additional opportunities for parent leadership development and engagement will also be incorporated to strengthen partnerships between schools and families and increase meaningful participation in the educational process. In response to educational partner feedback, this action will be expanded to include additional parent education opportunities, workshops, and engagement activities designed to strengthen family involvement, improve communication between schools and families, and support parents in actively participating in their child’s educational experience.	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide a safe, healthy, and equitable learning environment for all students.	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.

Providing a safe, healthy, and equitable learning environment is a crucial goal for our district and is essential for the well-being and academic success of our students. When students feel secure, supported, and valued, they are more likely to fully participate in their educational experiences, which can lead to increased academic achievement and greater involvement in school activities.

A healthy environment that supports students' well-being directly impacts their attendance rates, reducing absenteeism and mitigating mental health challenges. This allows students to remain focused and resilient in their academic pursuits. Moreover, ensuring equity within our educational environment means that all students, no matter their background, have access to the necessary resources and opportunities to succeed. This promotes fairness and inclusion, helping each student feel like a valued member of the school community.

By prioritizing these elements, our district aims to prepare students to become compassionate and productive members of society, underscoring the importance of these values not just within our schools but across the broader community. This commitment is fundamental to developing this goal, which is to provide a safe, healthy, and equitable learning environment for all students, thereby fostering an educational atmosphere that cultivates personal growth and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Calpads 14.2	2022-2023: All Students: 90.49% English Learners (EL): 87.03% Students with Disabilities (SWD): 86.76%	2023-2024: All Students: 91.77% English Learners (EL): 89.23%	2024-2025: All Students:90.48% English Learners (EL): 86.27%	2025-2026: All Students: 95% EL: 95% SWD: 90% Homeless: 90% SED: 95%	All Students: -0.01% EL: -0.76% SWD: +1.48% Homeless: +2.77% SED : +0.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 86.34% Socioeconomically Disadvantaged (SED): 90.28%	Students with Disabilities (SWD): 87.94% Homeless: 88.94% Socioeconomically Disadvantaged (SED): 91.58%	Students with Disabilities (SWD): 88.24% Homeless: 89.11% Socioeconomically Disadvantaged (SED): 90.37%		
4.2	Chronic Absenteeism Rate Source: DataQuest	2022-2023: All students: 21% EL: 24% SWD: 34% Homeless: 32% SED: 22%	2023-2024: All students: 22.2% EL: 27.3% SWD: 35.9% Homeless: 32.5 % SED: 23%	2024-2025 All students:18% EL: 23% SWD: 28.1% Homeless: 24.6% SED:18.3%	2025-2026: All Students: 10% ELL: 10% SWD: 10% Homeless: 10% SED: 10%	All Students: -3% EL: -1% SWD: -5.9% Homeless: -7.4% SED: -3.7%
4.3	High School Drop Out Rate % = subgroup/subgroup total Source: DataQuest Report Name: Four-Year Adjusted Cohort Outcome	2022-2023: All students: 9.0% EL: 17.5% SWD: 17.2% Homeless: 21.1% SED: 9.4%	2023-2024: All students: 5.7% EL: 12.2% SWD: 10.9% Homeless: 9.4% SED: 5.9%	2024-2025: All Students: 7.9% EL: 15.5% SWD: 9.2% Homeless: 17.1% SED: 8.5%	2025-2026: All Students: 3% ELL: 1% SWD: .09% Homeless: 1.71% SED: 3%	All Students: -1.1% EL: -2% SWD: -8% Homeless: -4% SED : -0.9%
4.4	Graduation Rate Source: CA Dashboard	2022-2023: All students: 87.3% EL: 77.8% SWD: 69.9% Homeless: 73.4% SED: 86.6% PCVH: 80.4% PBCH: 56.1%	2023-2024: All students: 93.3% EL: 85.2% SWD: 84.8% Homeless: 88.5% SED: 93.0% PCVH: 82.6% PBCH: 90.5%	2024-2025 All students: 88.9% EL: 79.1% SWD: 81.7% Homeless: 80.8% SED: 88.7% PCVH: 71.4% PBCH: 71.2%	2025-2026: All Students: 97% ELL: 83% SWD: 83% Homeless: 83% SED: 93% PCVH: 91.5% PBCH: 66.1%	All Students: +1.6% EL: +1.3% SWD: +11.8% Homeless: +7.4% SED : +2.1% PCVH: -3% PBCH: +15.1%
4.5	Students Feeling Connected to School Rate	2023-2024: Grade 9: 42% Grade 11: 47%	2024-2025: Grade 9: 48% Grade 11: 50%	2025-2026: Grade 9: 52% Grade 11: 51%	2026-2027: Grade 9: 65% Grade 11: 75%	Grade 9: +10% Grade 11: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Healthy Kids Survey					
4.6	Suspension Rates Source: CA Dashboard	Spring 2023: Districtwide All Students: 7.5 % Hispanic: 7.8% EL: 10.6% SWD: 11% Homeless: 13.4% SED: 8% GHS: 9.4% English Learner 12.3 Hispanic 9.5 Homeless Youth 15.9 Socioeconomically Disadvantaged 9.7 Students with Disabilities 15.8 KCHS: 5.8%	Spring 2023-2024: Districtwide All Students: 5.3 % Hispanic: 5.2% EL: 10.6% SWD: 6.9% Homeless: 5.8% SED: 5.6% GHS: 5.4% KCHS: 5.9%	Spring 2024-2025: Districtwide All Students: 7.1% Hispanic: 7% EL: 11.9% SWD: 10.6% Homeless: 10% SED: 7.7% GHS: 9.6% English Learner 16.3 Hispanic 9.4 Homeless Youth 10.2 Socioeconomically Disadvantaged 10.1 Students with Disabilities 17 KCHS: 4.6%	Spring 2026: Districtwide All Students: 4.5 % Hispanic: 4.8% EL: 7.6% SWD: 6% Homeless: 6% SED: 5% GHS: 6.4% KCHS: 2.8%	Districtwide All Students: -0.4% Hispanic: -0.8% EL: +1.3 SWD: -0.4% Homeless: -3.4% SED: -0.3% GHS: +0.2% English Learner +4 Hispanic -0.1 Homeless Youth -5.7 Socioeconomically Disadvantaged +0.4 Students with Disabilities +1.2 KCHS: -1.2%
4.7	Total Expulsions Source: Aeries - duplicated counts	2022-2023: All Students: 17 EL: 8 SWD: 7 Homeless: 3 SED: 16	2023-2024: All Students: 15 EL: 7 SWD: 4 Homeless: 2 SED: 14	2024-2025: All Students: 3 EL: 1 SWD: 0 Homeless: 0 SED: 3	2025-2026: All Students: 6 ELL: 1 SWD: 1 Homeless:1 SED: 5	All Students: -14 EL: -7 SWD: -7 Homeless: -3 SED: -13
4.8	Broad course of study	2023-2024 Students have access and are enrolled in all required areas of study as monitored through CalPads. Students have access and are enrolled in a broad course of	2024-2025 Students have access and are enrolled in all required areas of study as monitored through CalPads. Students have	2025-2026 The district offers students access to a broad course of study that includes standards-aligned core academic instruction, Career	2026-2027 Students have access and are enrolled in all required areas of study as monitored through CalPads. Students have	Maintained, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district. Beginning in 2025-2026, the district will offer a 1-year Ethnic Studies course that will replace 10th-grade World Geography. Geography will now be embedded in the World History and US History courses.	Technical Education (CTE) pathways, Advanced Placement (AP) and dual enrollment opportunities, visual and performing arts, world languages, intervention and support courses, alternative education programs, and college and career readiness experiences designed to meet the diverse academic, social-emotional, and postsecondary needs of all students.	access and are enrolled in a broad course of study including Health, PE, VAPA,World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Programs and services developed and provided to unduplicated pupils. Source: Synopsis of services.	2023-2024 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads. The district also provides designated and integrated English Language Development supports.	2024-2025 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads. The district also provides designated and integrated English Language Development supports.	2025-2026 The district provides targeted programs and services for unduplicated pupils, including English learners, foster youth, and low-income students, through academic interventions, counseling and mental health supports, bilingual and family engagement services, college and career readiness opportunities, expanded learning programs, technology access, and Multi-Tiered System of Supports (MTSS) designed to improve student achievement, engagement, and overall well-being.	2026-2027 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads. The district also provides designated and integrated English Language Development supports.	Maintained, +0%
4.10	Programs and services developed and provided to students with disabilities.	2023-2024 The district provides services to students on individual education	2024-2025 The district provides services to students on	The district provides programs and services for students with	2025-2026 The district provides services to students on	Maintaining, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Synopsis of services.	programs serving students with mild-to-moderate and moderate-to-severe disabilities. Students with mild-to-moderate disabilities are served in the general education setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in the inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with moderate-to-severe disabilities receive services in an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.	individual education programs serving students with mild-to-moderate and moderate-to-severe disabilities. Students with mild-to-moderate disabilities are served in the general education setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in the inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with moderate-to-severe disabilities receive services in	disabilities that include specialized academic instruction, counseling and behavioral supports, related services, transition planning, inclusive practices, intervention supports, assistive technology, and individualized services aligned to students' IEPs to support academic achievement, access to instruction, and postsecondary readiness.	individual education programs serving students with mild-to- moderate and moderate-to-severe disabilities. Students with mild-to-moderate disabilities are served in the general education setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in the inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with Moderate-to-severe disabilities receive services in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.		an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.	

Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, the district continued implementation of Goal 4 with a focus on promoting positive school climate, student wellness, safety, and engagement across all district sites. Planned actions included Technology – Vaping Sensors, Cameras, and Environmental Controls (Action 4.1), Positive, Safe and Secure Environment (Action 4.2), Link Crew (Action 4.3), Safety Equipment (Action 4.4), Assistant Principals (Action 4.5), Psychologists (Action 4.6), Before/After School and Saturday Programs (Action 4.7), Social-Emotional Professional Development (Action 4.8), School Resource Officers (Action 4.9), Student Services (Action 4.10), Mental Health and Socioemotional Supports and Interventions (Action 4.11), Drug Rehabilitation and Supports (Action 4.12), and Wellness Center and Staffing (Action 4.13).

Actions 4.1 – Technology: Vaping Sensors, Cameras, and Environmental Controls and 4.4 – Safety Equipment supported the district's efforts to maintain safe and secure learning environments through technology, monitoring systems, and equipment designed to address campus safety needs, including vaping and other emerging student safety concerns.

Action 4.2 – Positive, Safe and Secure Environment supported positive school climate and student engagement through personnel and services intended to provide students with safe, supportive, and relationship-centered learning environments.

Action 4.3 – Link Crew provided students with peer-based transition, leadership, and engagement supports designed to strengthen school connectedness and relationships, particularly for students transitioning into high school.

Action 4.4 – Safety Equipment: supported the district's efforts to maintain safe and prepared school environments by providing equipment and materials needed to respond to campus safety needs and emergencies. The action was implemented as planned, with expenditures slightly exceeding projections due to higher-than-anticipated costs for safety-related equipment. This action contributed to the district's broader efforts to strengthen campus safety, emergency preparedness, and a secure learning environment for students and staff.

Action 4.5 – Assistant Principals provided site-level administrative capacity to support student behavior, attendance, school climate, safety, and implementation of student support systems. Assistant principals continued to play an important role in coordinating interventions and responding to the academic, behavioral, and social-emotional needs of students.

Action 4.6 – Psychologists provided specialized behavioral, social-emotional, mental health, assessment, and student support services. Increasing student mental health and behavioral needs continued to require coordination among psychologists, counselors, administrators, and other student support personnel.

Action 4.7 – Before/After School and Saturday Programs provided expanded opportunities for students to receive academic support, intervention, enrichment, and additional assistance outside of the regular instructional day. These services supported the district's efforts to address attendance, academic achievement, student engagement, and behavioral needs.

Action 4.8 – Social-Emotional Professional Development supported staff learning related to social-emotional wellness, restorative practices, trauma-informed practices, and other strategies for creating supportive learning environments. Implementation was limited, as several professional development activities were supported through external grants, partnerships, and county-supported opportunities, while some planned activities were postponed or incorporated into other districtwide professional development structures.

Action 4.9 – School Resource Officers continued to support safe and secure school environments and provided an additional adult presence on campuses to assist with safety, prevention, relationship-building, and response to student and campus needs.

Action 4.10 – Student Services supported districtwide coordination of MTSS, attendance, behavioral interventions, school climate, and other student support systems. Implementation expanded in response to increased student intervention needs and the district's continued work to strengthen coordination of student wellness and support services.

Action 4.11 – Mental Health and Socioemotional Supports and Interventions continued to provide and expand individual and group mental health, counseling, and social-emotional supports. Implementation occurred in phases as the district coordinated staffing, services, and expanded wellness initiatives in response to increasing student mental health, absenteeism, behavioral, and academic needs.

Action 4.12 – Drug Rehabilitation and Supports provided targeted substance use prevention, intervention, and rehabilitation supports for students. These services addressed underlying trauma, substance use, and behavioral challenges while supporting healthier coping strategies, attendance, emotional well-being, and a safer school climate.

Action 4.13 – Wellness Center and Staffing continued the development and expansion of Wellness Centers and the staffing and coordination necessary to provide accessible social-emotional and mental health supports for students and families. Implementation occurred in phases during 2025–26 as the district continued planning, coordination, preparation, and development of expanded wellness services and spaces across district sites.

The district utilized multiple data sources throughout the year to monitor implementation and student needs, including the California Dashboard, California Healthy Kids Survey (CHKS), California School Parent Survey (CSPS), California School Staff Survey (CSSS), local

attendance and behavioral data, and educational partner feedback gathered through surveys, meetings, empathy interviews, DELAC, DAC, and DSAT discussions. These data informed implementation across Actions 4.1 through 4.13, particularly in the areas of school connectedness, attendance, suspension, student engagement, emotional wellness, safety, substance use, and access to support services.

Overall, Goal 4 was substantially implemented as planned, with adjustments made in response to increasing student social-emotional, behavioral, and mental health needs. Challenges included chronic absenteeism, student engagement and motivation, school connectedness, vaping and substance use, emotional wellness, staff capacity, and the growing demand for behavioral health and intervention services. Despite these challenges, Actions 4.1 through 4.13 collectively strengthened the district's systems for school safety, student engagement, behavioral intervention, mental health and wellness, and positive school climate during the 2025–2026 school 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.

Material differences included the following:

4.3 – Link Crew
Estimated actual expenditures exceeded budgeted expenditures due to increased staffing costs associated with implementation of the Link Crew program and expanded student transition and engagement supports during the 2025–26 school year.

4.4 – Safety Equipment
Estimated actual expenditures exceeded budgeted expenditures due to higher-than-anticipated costs for safety equipment and campus safety needs identified throughout the school year.

4.8 – Social-Emotional Professional Development
Estimated actual expenditures were significantly lower than budgeted expenditures because several planned professional development activities were funded through external grants, partnerships, and existing county-supported training opportunities. In addition, some planned training activities were postponed or incorporated into other districtwide professional development structures during the 2025–26 school year.

4.10 – Student Services
Estimated actual expenditures exceeded budgeted expenditures due to expanded coordination of student support services, increased student intervention needs, and additional staffing and operational costs associated with strengthening MTSS and student wellness supports during the school year.

4.11 – Mental Health and Socioemotional Supports and Interventions
Estimated actual expenditures were lower than budgeted expenditures due to phased implementation of expanded mental health and wellness initiatives during the 2025–26 school year. Staffing timelines, service coordination, and implementation planning resulted in a slower rollout of certain supports and services than originally anticipated.

4.13 – Wellness Center and Staffing

Estimated actual expenditures were significantly lower than budgeted expenditures because implementation of wellness center expansion and associated staffing occurred in phases during the 2025–26 school year. Planning, coordination, and preparation efforts continued throughout the year to support long-term implementation of student wellness services and expanded support spaces across district sites.

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

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Action 4.1 – Technology: Vaping Sensors, Cameras, and Environmental Controls
Effectiveness of Action(s): 3 – Effective
Metric(s): 4.5, 4.6

This action was effective in supporting safe and secure learning environments across district school sites. The implementation of vaping sensors, cameras, and environmental controls contributed to increased campus supervision, improved monitoring of student safety concerns, and strengthened efforts to address vaping and behavioral issues identified by educational partners and local data. These supports contributed to maintaining safe school environments and aligned with district efforts to improve school climate and student well-being.

Action 4.2 – Positive, Safe, and Secure Environment
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 4.1, 4.2, 4.5, 4.6, 4.7

This action was somewhat effective in supporting positive school climate, student safety, and student engagement across district school sites. Schools continued implementing supports focused on relationship-building, restorative practices, student wellness, and creating inclusive learning environments. Educational partner feedback and survey data reflected strengths in caring relationships and staff support while also identifying continued needs related to student connectedness, emotional wellness, attendance, and perceptions of school safety for some student groups. Additional efforts will continue to be needed to strengthen student engagement and improve school connectedness districtwide.

Action 4.3 – Link Crew
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 4.1, 4.2, 4.5

This action was somewhat effective in supporting student transitions, relationship-building, and school connectedness. Link Crew activities provided opportunities for peer mentorship, student leadership, and increased support for students transitioning into high school settings. Educational partner feedback and school climate data continued to highlight the importance of student belonging, meaningful participation, and trusted adult and peer relationships. While the program positively supported student engagement efforts, continued expansion and consistency across sites will be necessary to further strengthen student connectedness and participation.

Action 4.4 – Safety Equipment
Effectiveness of Action(s): 3 – Effective

Metric(s): 4.5, 4.6

This action was effective in supporting campus safety and maintaining secure learning environments for students and staff. The district successfully addressed identified safety equipment needs throughout the school year, contributing to improved supervision, campus security, and emergency preparedness efforts. These supports aligned with districtwide goals focused on maintaining safe, supportive, and positive school climates for all students.

Action 4.5 – Assistant Principals
Effectiveness of Action(s): 3 – Effective
Metric(s): 4.5, 4.7

This action was effective in supporting school climate, student discipline, attendance, and site-level student supports. Assistant principals provided leadership in implementing student interventions, attendance supports, restorative practices, and school safety efforts.

Action 4.6 - Psychologists
Effectiveness of Action(s): 3 – Effective
Metric(s): 4.5, 4.6, 4.7

This action was effective in supporting student social-emotional and behavioral needs through counseling, intervention, and mental health-related services. Expanded psychological and behavioral supports contributed to improved student access to services and supported district efforts focused on reducing behavioral concerns and strengthening student wellness supports.

Action 4.7 – Before/After School and Saturday Programs
Effectiveness of Action(s): 3 – Effective
Metric(s): 4.1, 4.2, 2.1

This action was effective in supporting student engagement, attendance, academic support, and positive student behavior. Before-school, after-school, and Saturday programs provided students with additional academic assistance, intervention opportunities, enrichment activities, and structured support environments. These services contributed to improved student engagement and increased opportunities for students to access academic and behavioral supports outside of the regular instructional day.

Action 4.8 – Social-Emotional Professional Development
Effectiveness of Action(s): 3 – Effective
Metric(s): 4.5, 4.6

This action was effective in building staff capacity to implement restorative practices, trauma-informed approaches, and strategies that support student wellness and a positive school climate. Metric 4.6 (Suspension Rate) showed improvement, with suspension rates declining districtwide and across several student groups, providing evidence that the district's broader efforts to strengthen positive behavioral supports and school climate are having a positive impact. Prior data showed reductions of 2.7 percentage points districtwide, 2.6 points for

Hispanic students, 4.1 points for students with disabilities, 7.6 points for homeless students, and 2.4 points for socioeconomically disadvantaged students, while English learners remained unchanged.

Metric 4.5, which includes school climate and student wellness indicators, also supports continued implementation of this action; however, the available LCAP information identifies ongoing needs through CHKS data and educational partner feedback related to student wellness, social-emotional learning, trauma-informed practices, and staff capacity to respond to student mental health and behavioral needs. Therefore, while the improvement in suspension rates provides evidence of effectiveness, survey and wellness data indicate that continued professional development is needed to further strengthen student connectedness, emotional wellness, and positive school climate.

Action 4.9 – School Resource Officers
Effectiveness of Action(s): 3 – Effective
Metric(s): 4.5, 4.6

This action was effective in supporting school safety, student supervision, and positive relationships between students and campus safety personnel. School Resource Officers contributed to maintaining safe school environments while also supporting student engagement, intervention efforts, and relationship-building across district school sites.

Action 4.10 – Student Services
Effectiveness of Action(s): 3 – Effective
Metric(s): 4.1, 4.2, 4.3, 4.4, and 4.6

This action was effective in coordinating districtwide student supports, attendance interventions, behavioral supports, and Multi-Tiered System of Supports (MTSS) implementation efforts. Increased coordination of student services strengthened district capacity to respond to student wellness, attendance, discipline, and intervention needs identified through local data and educational partner feedback. These efforts supported improved alignment of services and expanded supports for students requiring additional academic, behavioral, and social-emotional assistance.

Action 4.11 – Mental Health and Socioemotional Supports and Interventions
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 4.1, 4.2, 4.5 and 4.6.

This action was somewhat effective in expanding student access to mental health, counseling, and social-emotional supports. The district continued strengthening wellness initiatives and intervention supports designed to address increasing student mental health and emotional wellness needs identified through CHKS data, educational partner feedback, and local indicators. While progress was made in expanding services and planning for additional supports, implementation occurred in phases during the 2025–26 school year, limiting the full impact of the action during the current cycle.

Action 4.12 – Drug Rehabilitation and Supports
Effectiveness of Action(s): 3 – Effective
Metric(s): 4.1, 4.2, 4.6, and 4.7.

This action was effective in providing targeted intervention and support services related to student substance use and behavioral health needs. Contracted services and intervention supports continued to provide students with access to counseling, rehabilitation resources, and prevention education aligned with district wellness and MTSS efforts. These services supported the district's efforts to address substance use concerns identified through educational partner feedback and local data.

Action 4.13 – Wellness Center and Staffing
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 4.1, 4.2, 4.5 and 4.6

This action was somewhat effective in advancing district wellness initiatives and planning for expanded student wellness supports and services. During the 2025–26 school year, the district continued coordination, planning, and phased implementation efforts related to wellness center development and support staffing. Educational partner feedback, including student voice and CHKS data, reinforced the importance of creating supportive, inclusive, and calming spaces that promote student wellness, connectedness, and emotional health. While progress was made in planning and preparation efforts, implementation remained in progress during the current year.

Overall, Goal 4 actions were largely effective in strengthening systems of student wellness, school safety, mental health supports, and student engagement across the district. Dashboard data, local indicators, California Healthy Kids Survey (CHKS) results, and educational partner feedback continue to demonstrate areas of growth and ongoing need related to school connectedness, student wellness, attendance, and school climate. CHKS data indicated that 52% of Grade 9 students and 51% of Grade 11 students reported feeling connected to school during the 2025–2026 school year, highlighting the continued need for expanded mental health supports, student engagement strategies, and relationship-centered school climate initiatives. At the same time, ongoing challenges related to staffing capacity, implementation timelines, and increasing student social-emotional and behavioral support needs indicate the need for continued refinement and expansion of services during the 2026–2027 school year.

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

During the 2025–2026 LCAP cycle, the district evaluated the effectiveness of Goal 4 actions in supporting safe, supportive, and inclusive learning environments that promote student wellness, engagement, and school connectedness. As a result of this reflection process, several refinements were made to strengthen coordination of student supports, expand wellness and mental health services, improve school climate efforts, and increase consistency of implementation across district sites. These refinements reflect educational partner feedback, California Dashboard indicators, CHKS data, and lessons learned through implementation, including increasing student social-emotional and behavioral support needs, attendance concerns, and the importance of strengthening relationship-centered practices and student engagement opportunities across the district.

Action 4.2 – Positive, Safe, and Secure Environment

For the 2026–2027 school year, the district will strengthen efforts focused on student connectedness, relationship-building, restorative practices, and inclusive school climate initiatives. Based on reflections from prior practice and educational partner feedback, the district will

increase campus supervision supports by expanding district-hired campus supervisor positions and transitioning portions of contracted security services to district staff. Additional contracted security supports will also be adjusted to better align with district safety and student support priorities. These changes are intended to strengthen positive relationships between students and campus staff, improve consistency of support across school sites, and better align supervision practices with district initiatives focused on student wellness, engagement, and school climate.

Action 4.8 – Social-Emotional Professional Development

For the 2026–2027 school year, the district will refine professional development opportunities focused on trauma-informed practices, restorative approaches, social-emotional learning, and Multi-Tiered System of Supports (MTSS). Additional emphasis will be placed on strengthening staff capacity to support student wellness, engagement, and inclusive learning environments.

Action 4.10 – Student Services

For the 2026–2027 school year, the district will continue strengthening coordination of student services, attendance interventions, MTSS implementation, and wellness supports across district school sites. Additional focus will be placed on improving alignment of academic, behavioral, and social-emotional interventions to better respond to student needs identified through local data and educational partner feedback.

Action 4.11 – Mental Health and Socioemotional Supports and Interventions

For the 2026–2027 school year, the district will continue expanding mental health, counseling, and social-emotional supports to address increasing student wellness needs identified through CHKS data, Dashboard indicators, and educational partner feedback. Continued phased implementation of wellness initiatives and intervention supports will focus on improving student connectedness, emotional wellness, and access to mental health services.

Action 4.12 – Drug Rehabilitation and Supports

For the 2026–2027 school year, the district will continue strengthening drug prevention, intervention, and rehabilitation supports aligned with district wellness and MTSS efforts. Additional emphasis will be placed on prevention education, early intervention, and addressing student substance use concerns identified through student feedback and local data.

Action 4.13 – Wellness Center and Staffing

For the 2026–2027 school year, the district will continue phased implementation of wellness center development and expanded wellness staffing supports across district sites. Educational partner feedback and student wellness data reinforced the importance of creating supportive, inclusive, and calming spaces that promote student mental health, emotional wellness, and school connectedness.

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	Technology - Vaping Sensors, Cameras, and Environmental Controls	Every student and staff member deserves a safe and healthy environment. To meet this essential need, our district is committed to ensuring that all sites and departments are equipped with the necessary facilities and technology to create a secure and conducive learning environment. This includes providing advanced technologies such as vaping sensors, security cameras, and environmental control systems. These measures are designed to enhance safety and promote a healthy school climate where all students and staff can thrive.	$30,000.00	No
4.2	Positive, Safe and Secure Environment	For the 2026–2027 school year, the district will strengthen efforts focused on student connectedness, relationship-building, restorative practices, and inclusive school climate initiatives. Based on reflections from prior practice and educational partner feedback, the district will increase campus supervision supports by expanding district-hired campus supervisor positions and transitioning portions of contracted security services to district staff. Additional contracted security supports will also be adjusted to better align with district safety and student support priorities. These changes are intended to strengthen positive relationships between students and campus staff, improve consistency of support across school sites, and better align supervision practices with district initiatives focused on student wellness, engagement, and school climate. Our low-income, foster/homeless youth, and English learner students exhibit significant potential for academic growth, as highlighted by the latest state and local assessments. The California Dashboard results underscore the importance of providing these unduplicated students with a safe and healthy environment to facilitate their academic achievements. To address this essential need, the district is committed to ensuring a secure environment across all sites. We will deploy campus safety personnel, who will be readily available to welcome students and the	$799,242.64	Yes

Action #	Title	Description	Total Funds	Contributing
		community, offer immediate social-emotional support, and maintain a safe learning atmosphere. These safety personnel are staff members of SMCJUHSD and non-staff members who will be equipped with training in de-escalation and trauma-informed care, ensuring that students feel supported and secure in their interactions with adults on campus. Additionally, the district will provide necessary supplies for classes that require uniforms, such as PE, military science, and band, to ensure that all students feel included and prepared to engage fully in the curriculum. This support not only fosters a sense of belonging and readiness but also enhances the overall educational experience for our students.		
4.3	Link Crew	The district will continue to support programs like Link Crew to offer our unduplicated students enhanced support as they transition into high school. This initiative aims to actively engage students in positive school-related activities and provide peer mentorship, ensuring that all students feel included and part of the school community. Participants in Link Crew will receive training to equip them with the skills necessary to support their peers effectively and to serve as positive role models within the school environment. This program not only aids in smooth transitions for incoming students but also fosters a welcoming and supportive school culture.	$75,249.54	Yes
4.4	Safety Equipment	The district commits to utilizing advanced equipment to bolster our campus security systems. This includes the integration of safety platforms that facilitate real-time monitoring and response capabilities, ensuring a proactive stance against potential security threats. The software supports our broader safety strategies by enabling precise coordination among campus safety personnel and fostering an environment where students and staff feel secure. This action is directly responsive to the data indicating the need for improved safety measures to support the academic achievements of our students, particularly those from vulnerable groups such as low-income families, English learners, and foster youth. By enhancing our	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		technological infrastructure to safeguard our campuses effectively, we are ensuring that all students have the opportunity to learn in an environment that is not only conducive to educational success but also prioritizes their well-being and safety.		
4.5	Assistant Principals	According to the latest state and local assessments, there is a critical need for a robust support system at each comprehensive site to monitor and enhance academic and social-emotional supports and interventions. This need is particularly acute among our low-income, foster youth, and English learner students, who face the most significant academic challenges within the district. To address this, the district plans to appoint an additional Assistant Principal focused specifically on enhancing social-emotional support for students. The role will also enable administrative teams to establish and cultivate a site-specific Multi-Tiered System of Supports (MTSS) team. This team will be dedicated to ensuring that the unique needs of their school are effectively addressed. Furthermore, this additional administrative capacity will allow for more focused support for students and families requiring mental and behavioral interventions, ensuring that all students have the necessary support to succeed academically and emotionally.	$479,616.44	No
4.6	Psychologists	According to the most recent state and local data, there is a significant need for a Multi-Tiered System of Supports (MTSS) to be established at each comprehensive site to ensure that both academic and social-emotional supports and interventions are adequately provided, particularly for our unduplicated students. To meet this critical requirement, the district will continue to employ and hire additional psychologists to deliver social-emotional support at each site. With a rising number of incoming students with Individualized Education Plans (IEPs), this augmented support is essential to ensure that all accommodations are properly met. This initiative will also aid in providing necessary support in classrooms for teachers working with English learners, low-income, and homeless/foster students who may have an IEP. The complexities of dual or triple identifications in which students are	$265,100.87	No

Action #	Title	Description	Total Funds	Contributing
		simultaneously categorized under EL, low-income, homeless/foster, and/or students with disabilities, significantly elevate the academic and support needs of these students. By strengthening our support system with additional psychologists, the district is ensuring that these students' unique educational requirements are addressed comprehensively.		
4.7	Before/After School and Saturday Programs	According to the latest state and local data, there is a pressing need for a robust support system at each comprehensive site, particularly for our unduplicated students, to ensure they receive adequate academic and social-emotional support and interventions. To address this requirement, the district will bolster schools with enhanced intervention programs. These programs are designed to provide students with additional academic, social-emotional, and behavioral support, ensuring their success during class time. Furthermore, before and after school activities will be implemented to strengthen students' sense of connectedness to the school community. Additionally, academic tutoring and support sessions will be available to help build their confidence in subjects they find challenging. This comprehensive support structure is aimed at fostering an environment where all students can thrive academically and socially.	$192,787.84	Yes
4.8	Social-Emotional Professional Development	For the 2026–2027 school year, the district will refine professional development opportunities focused on trauma-informed practices, restorative approaches, social-emotional learning, and Multi-Tiered System of Supports (MTSS). Additional emphasis will be placed on strengthening staff capacity to support student wellness, engagement, and inclusive learning environments. According to the latest state and local data, there is an urgent need for enhanced support systems at each comprehensive site, particularly to provide social-emotional supports and interventions tailored to the unique needs of our unduplicated students—English Learners, Foster Youth, and Low-income students.	$2,100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To meet this critical need, the district will implement targeted professional development aligned with our social-emotional learning focus for all staff. This initiative will include intensive training in Restorative Practices, vital for strengthening our Multi-Tiered System of Supports (MTSS) and bolstering student support structures at each school. This training will empower all teachers with Tier 1 strategies designed specifically to nurture a positive learning environment for all students, with particular attention to ensuring that English Learners, Foster Youth, and Low-income students feel fully included and supported. Additionally, the professional development sessions will cover instructional practices that promote inclusivity, cultural proficiency, and academic relevancy. These practices are crucial for creating an educational environment where every student feels valued and effectively supported, fostering a sense of belonging and academic engagement among our most vulnerable populations.		
4.9	School Resource Officers	To ensure that students and staff feel safe and to foster a healthy learning environment, the district will station a School Resource Officer (SRO) at each comprehensive site. This collaboration with local law enforcement not only enhances school safety but also provides students with mentorship opportunities, allowing them to build positive relationships with our local police officers. These relationships are vital as they help to reduce the likelihood of student arrests and increase student comfort in seeking support for safety-related issues. Emphasizing preventative measures, this initiative is designed to proactively address concerns and ensure a secure, supportive environment for students and staff alike.	$186,138.34	No
4.10	Student Services	For the 2026–2027 school year, the district will continue strengthening coordination of student services, attendance interventions, MTSS implementation, and wellness supports across district school sites. Additional focus will be placed on improving alignment of academic, behavioral, and social-emotional interventions to better respond to student needs identified through local data and educational partner feedback.	$93,437.84	Yes

Action #	Title	Description	Total Funds	Contributing
		To effectively implement the Multi-Tiered System of Supports (MTSS) across the district, additional oversight and dedicated leadership are essential. Social-emotional support and intervention are critical components of our MTSS framework, particularly for our English learners, homeless, foster, economically disadvantaged students, and students with disabilities, who have an increased need for these services. To address this, in 23/24 the district introduced an additional administrative role to provide oversight and strategic direction as schools build and refine their MTSS teams and enhance mental health supports for students. This position was established in response to the growing needs for mental health support and to combat rising dropout rates. This leadership ensured that our MTSS framework was robust and responsive, effectively supporting the well-being and academic success of all students. The work of this administrator continues in the 25/26 year as the Assistant Superintendent of Education Services (Action 1.1) and requires clerical and office support as more mental health supports were added.		
4.11	Mental Health and Socioemotional Supports and Interventions	For the 2026–2027 school year, the district will continue expanding mental health, counseling, and social-emotional supports to address increasing student wellness needs identified through CHKS data, Dashboard indicators, and educational partner feedback. Continued phased implementation of wellness initiatives and intervention supports will focus on improving student connectedness, emotional wellness, and access to mental health services. Parents, students, and staff have emphasized the critical need for more comprehensive support systems to improve student wellness. In response to this, the district is committed to expanding its mental health services, including both individual and group counseling sessions, to better assist students in handling personal challenges. This expansion is driven by increasing rates of absenteeism and a noticeable rise in D/F grades, underscoring the urgent need for stronger support mechanisms to aid students and families in addressing personal difficulties, enhancing self-esteem, and establishing attainable goals for the future.	$899,845.12	Yes

Action #	Title	Description	Total Funds	Contributing
		To directly tackle the personal challenges affecting students' academic performance and well-being, the district plans to augment its mental health staffing. This enhancement is vital not just for the immediate health of our students but also for their ongoing educational achievements. Moreover, each school will build Wellness Centers as a further resource to support the needs of students and their families, ensuring accessible and comprehensive care within the school community.		
4.12	Drug Rehabilitation and Supports	For the 2026–2027 school year, the district will continue strengthening drug prevention, intervention, and rehabilitation supports aligned with district wellness and MTSS efforts. Additional emphasis will be placed on prevention education, early intervention, and addressing student substance use concerns identified through student feedback and local data. Parents have voiced a strong need for enhanced services to combat student drug use. To address this concern, the district will maintain or extend its contracted services with Sun Street Center, which provides crucial support in this area. A significant proportion of our English learner, homeless, foster, and low-income students require additional mental health support and assistance with substance use issues. These students often turn to substances as a way to self-medicate, cope with personal challenges, or alleviate feelings of despair. In response, we are committed to providing targeted supports that address these underlying issues, helping to prevent substance use and promote healthier coping mechanisms among our student population.	$229,455.25	Yes
4.13	Wellness Center and Staffing	2026-2027: For the 2026–2027 school year, the district will continue phased implementation of wellness center development and expanded wellness staffing supports across district sites. Educational partner feedback and student wellness data reinforced the importance of creating supportive, inclusive, and calming spaces that promote student mental health, emotional wellness, and school connectedness.	$405,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To strengthen the implementation and sustainability of the district's Wellness Centers, the district will transition to a service model centered on licensed mental health therapists who will provide direct social-emotional and mental health supports to students across district school sites. The therapists will support individual and group counseling services, crisis response, student wellness interventions, case management, referrals to community-based resources, and coordination of supports that address students' social-emotional, behavioral, and mental health needs. These services are intended to expand access to timely and comprehensive mental health support for students, particularly English learners, foster youth, low-income students, and other students identified as needing additional social-emotional support to succeed academically and prepare for post-secondary opportunities. The district will also continue investing in wellness center resources, furnishings, materials, and operational supports designed to create safe, welcoming, and calming environments that promote student wellness, connectedness, and engagement.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027, increase college and career readiness and postsecondary access for Alternative Education students by expanding opportunities for career exploration, work-based learning, dual enrollment, transition planning, college and career advising, leadership development, and postsecondary readiness supports through partnerships with local businesses, community colleges, and community organizations, as measured by the metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard indicated a need to continue supporting College & Career readiness throughout the district, specifically for students at Portola-Butler Continuation High School and Pinnacle Coastal Valley High School, our Equity Multipler Schools. Data shows that 28.3% of our students are college and career ready, 0% at Portola-Butler Continuation High School and 0% at Pinnacle Coastal Valley High School. This need aligns with feedback from our educational partners, who emphasize the importance of providing continuous opportunities for students to explore career paths, ensuring their readiness for both college and the job market.

Our strategy to enhance College & Career readiness involves implementing the outlined actions, with progress tracked through the CA Dashboard College and Career Indicator results alongside local data.

Targeted Educational Opportunities:
Alternative education programs like those at Portola-Butler Continuation High School and Pinnacle Coastal Valley High School cater to students who may not find optimal success in conventional learning environments. These students often benefit from more flexible, vocational, and skill-based education that Career Technical Education (CTE) pathways provide. According to the 2023 Local Control and Accountability Plan (LCAP), implementing such programs is essential for engaging students by offering practical and applicable skills that align directly with real-world workforce needs.

Bridging Education to Employment:
CTE pathways are instrumental in smoothing the transition from school to the workforce, particularly for students who might be at risk of dropping out or those who are unlikely to pursue traditional four-year college degrees. By providing hands-on, experiential learning opportunities, these pathways address the district's needs highlighted in the LCAP Annual Review to enhance career readiness and reduce youth unemployment rates. In addition, by offering dual enrollment opportunities, students are exposed to college courses aligned to careers that have available certifications at the local community college.

Economic and Community Impact:
The CA Equity Multiplier emphasizes the importance of equitable access to high-quality educational opportunities. By extending CTE and dual enrollment programs to alternative education students, the district ensures that all students, regardless of their educational environment, have the chance to acquire critical certifications and training across various industries along with preparing them to pursue higher education. This is particularly significant for students facing economic challenges, as it enables them to secure stable, well-paying jobs swiftly, contributing positively to their communities and the local economy.

Enhancing Student Engagement and Success:
Data from the CA Dashboard indicate that tailored educational programs like CTE can significantly improve engagement and academic success among students traditionally underserved by standard academic programs. These include English learners, low-income students, and those in foster care or homeless situations—demographics that are notably prevalent within alternative education settings.

Promoting Inclusivity and Accessibility:
Incorporating CTE pathways into the curriculum of Portola-Butler Continuation High School and Pinnacle Coastal Valley High School not only supports the district's commitment to inclusivity but also ensures that all students, regardless of their background or educational path, have access to meaningful and productive educational experiences.

This goal is a comprehensive strategy aimed at fulfilling the district's commitment to equity, engagement, and economic mobility. It is designed to provide all students, especially those in alternative education settings, with the necessary tools and opportunities to succeed in both their immediate academic endeavors and future careers. This goal addresses both the district's specific educational challenges and broader community and economic goals, ensuring that all students are prepared to make meaningful contributions to their communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CTE Completers (Number of Students) CA Dashboard: Met UC/CSU Requirements and CTE Pathway Completion Report	2022-2023: PBCHS - 0 PCVHS - 0	2023-2024: PBCHS - 1 PCVHS - 1	2024-2025 PBCHS - 1 PCVHS - 0	N/A - discontinued	PBCHS: +1 PCVHS: no change
5.2	Dual Enrollment Participants (Number of Students) Source: Aeries	2022-2023: PBCHS - 0 PCVHS - 0	2023-2024: PBCHS - 0 PCVHS - 0	2024-2025 PBCHS - 0 PCVHS - 0	N/A - discontinued	no change no change
5.3	A-G Completers (Number of Students)	2022-2023: PBCHS - 0	2023-2024: PBCHS - 0	2024-2025 PBCHS - 0	2025-2026: PBCHS - 40	no change no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Ca Dashboard	PCVHS - 0	PCVHS - 0	Suspension: 6.4% PCVHS - 0	PCVHS - 30	
5.4	Postsecondary Readiness and Career Exploration Participation (Number of Students) Source: Local Data	2024-2025 College applications: PBHS: 14 PCVHS - 0 College/Career interest surveys: PBHS: 75 PCVHS: 26	no data (new metric)	no data (new metric)	2025-2026: College applications: PBHS: 25 PCVHS - 10 College/Career interest surveys: PBHS: 85 PCVHS: 30	no data
5.5	College and Career Indicator (CCI) PBHS (all students, EL, Hispanic, LTEL, SED) Suspensions for Hispanic students should be added (6.4% in 2025). Source: CA Dashboard	2024-2025 PBHS - 0% prepared CCI for All Students, EL, Hispanic, LTEL and SED. PCVHS - 2.9% prepared	no data (new metric)	no data (new metric)	2025-2026: PBHS - 10% prepared PCVHS - 15% prepared	no data

Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, the district continued implementation of Goal 5 with a focus on expanding college and career readiness opportunities for students at Portola-Butler Continuation High School and Pinnacle Coastal Valley High School. Key actions included Dual Enrollment Course Development (Action 5.1), College and Career Pathways in Alternative Education (Action 5.2), and Counselor for Alternative Education (Action 5.3). These actions maintained the district's commitment to increasing equitable access to college and career readiness opportunities for English learners, foster youth, low-income students, and other historically underserved student groups enrolled in Alternative Education programs.

Action 5.1 – Dual Enrollment Course Development focused on developing and expanding dual enrollment opportunities for Alternative Education students. The district continued efforts to establish partnerships, identify appropriate courses, and increase student exposure to postsecondary opportunities. However, staffing, credentialing, scheduling, and other programming barriers limited the district's ability to fully establish the formal dual enrollment opportunities originally planned during the year.

Action 5.2 – College and Career Pathways in Alternative Education focused on increasing access to CTE, career exploration, work-based learning, and other college and career readiness experiences. Foundational planning, partnerships, and exploratory activities continued during the year; however, staffing and programming barriers limited the district's ability to fully implement formal CTE pathways as originally envisioned. These implementation challenges identified a need for a broader and more flexible approach to providing Alternative Education students with meaningful career exploration and postsecondary experiences.

Action 5.3 – Counselor for Alternative Education was implemented as planned and continued to provide students with individualized academic guidance, credit recovery support, graduation planning, career exploration, and transition and postsecondary planning services. The dedicated counselor provided consistent support for students navigating alternative pathways toward graduation and helped connect students with college, career, and other postsecondary opportunities. This action continued to be an important component of the district's efforts to improve student engagement, graduation progress, and postsecondary readiness.

In addition to the specific Goal 5 actions, the district strengthened site-level administrative supports during the school year by adding assistant principal positions at both Alternative Education sites. Although these positions were not funded through Goal 5, they increased site-level capacity to stabilize school operations, coordinate student supports, strengthen communication, and support implementation of the services provided through Actions 5.1, 5.2, and 5.3.

Several challenges impacted full implementation of Actions 5.1 and 5.2, including limited availability of appropriately credentialed teachers, staffing and scheduling constraints, and other programming and operational barriers. While foundational planning, partnerships, and exploratory efforts continued, these barriers prevented the district from fully implementing the originally planned expansion of formal dual enrollment courses and CTE pathways. Action 5.3, however, continued to provide consistent individualized counseling and postsecondary planning support to Alternative Education students.

Through reflection on the implementation of Actions 5.1 and 5.2, as well as educational partner feedback, the district recognized the need to broaden and refine its approach to college and career readiness for Alternative Education students. Educational partners emphasized the importance of providing more flexible, meaningful, and real-world postsecondary opportunities, including career exploration, work-based learning, industry exposure, transition planning, and individualized support connected to students' educational and career goals.

As a result, Actions 5.1 and 5.2 will be refined from a narrower focus on establishing formal Dual Enrollment and CTE pathways toward a more comprehensive approach to postsecondary readiness, career exploration, student engagement, partnerships, and flexible access to college and career opportunities. Action 5.3 will continue to provide dedicated counseling, academic planning, graduation support, and postsecondary transition services. This refined approach is intended to strengthen implementation feasibility while increasing Alternative Education students' access to meaningful postsecondary experiences aligned with their interests, future educational opportunities, and career goals.

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.

Based on reflections from prior practice, implementation challenges, educational partner feedback, and student engagement data, the district refined the broad Goal and Actions 5.1 and 5.2 for the 2026–2027 school year to provide a more flexible and student-centered approach to college and career readiness for Alternative Education students. Rather than focusing primarily on expansion of formal course pathways, the revised actions emphasize postsecondary readiness, career exploration, work-based learning opportunities, partnerships, individualized student support, and meaningful exposure to college and career opportunities aligned to student interests and workforce needs. These refinements are intended to strengthen implementation capacity while increasing equitable access to relevant, engaging, and practical postsecondary experiences for students enrolled in alternative education programs.

Material Difference: Action 5.1 – Dual Enrollment Course Development
Budgeted: $28,031
Actual: $0

Estimated actual expenditures were lower than budgeted because the district experienced staffing, credentialing, and scheduling challenges that delayed the implementation and expansion of planned dual enrollment opportunities. As a result, several planned activities and associated expenditures were not fully realized during the year.

Action 5.1 – College and Career Readiness Pathways and Postsecondary Access

For the 2026–2027 school year, the district will expand college and career readiness opportunities for Alternative Education students through postsecondary planning, dual enrollment coordination, career exploration activities, work-based learning opportunities, industry partnerships, certifications, guest speakers, field trips, and exposure to career and college pathways aligned to student interests and local workforce needs. Additional emphasis will be placed on increasing equitable access to postsecondary opportunities for English learners, foster youth, low-income students, and students historically underrepresented in college and career pathway programs.

Material Difference: Action 5.2 – College and Career Pathways in Alternative Education (CTE)
Budgeted: $195,987
Actual $40,728.

Estimated actual expenditures were lower than budgeted due to staffing shortages, program development barriers, and challenges securing the necessary personnel and partnerships to fully implement planned CTE pathway opportunities within Alternative Education. While foundational planning and coordination activities occurred, full implementation was delayed, resulting in lower expenditures than originally anticipated.

Action 5.2 – Alternative Education Postsecondary Readiness and Career Exploration Supports

For the 2026–2027 school year, the district will strengthen career exploration, transition planning, and postsecondary readiness supports for Alternative Education students through workshops, college and career advising, financial aid and college application support, job readiness training, student leadership opportunities, apprenticeship and trade exploration, and collaboration with community colleges, local

organizations, and industry partners. These efforts are intended to increase student engagement, improve postsecondary awareness, and provide students with meaningful opportunities connected to future education and career goals.

Action 5.3 - No material difference

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

Action 5.1 – Dual Enrollment Course Development

Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 5.1, 5.2, 5.3

This action was somewhat effective in expanding access to college and career readiness opportunities for Alternative Education students. The district continued developing partnerships, exploring dual enrollment opportunities, and increasing student exposure to college and career pathways through counseling supports, career exploration activities, and postsecondary planning efforts. However, staffing shortages, credentialing limitations, and operational capacity challenges limited full implementation of formal pathway expansion and dual enrollment opportunities during the 2025–2026 school year. Through reflection on implementation challenges and educational partner feedback, the district identified the need for a more flexible and student-centered approach focused on postsecondary readiness, career exploration, and work-based learning opportunities aligned to student interests and workforce needs.

Action 5.2 – College and Career Pathways Development in Alternative Education

Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 5.1, 5.2, 5.3

This action was somewhat effective in supporting postsecondary readiness and career exploration opportunities for Alternative Education students. Limited professional development, planning activities, and partnership exploration efforts were implemented during the school year; however, staffing capacity and operational challenges impacted the district's ability to fully implement the originally planned activities. Educational partner feedback and student input continued to emphasize the importance of providing students with more meaningful, real-world learning opportunities connected to future college and career goals. As a result, the district refined this action for the 2026–2027 school year to focus more intentionally on career exploration, transition planning, work-based learning opportunities, and individualized postsecondary supports for students enrolled in alternative education programs.

Action 5.3 – Counselor

Effectiveness of Action(s): 3 – Effective
Metric(s): 5.1, 5.2, 5.3

This action was effective in supporting Alternative Education students through individualized academic guidance, credit recovery support, graduation planning, career exploration, and postsecondary advising services. The dedicated counselor position provided consistent support

to students in continuation and non-traditional educational settings and strengthened student access to academic planning and intervention services. Educational partner feedback and site data indicated that these supports positively contributed to student engagement, student support coordination, and postsecondary planning efforts during the 2025–2026 school year.

Overall, Goal 5 actions were somewhat effective in expanding postsecondary readiness opportunities, student support services, career exploration activities, and individualized transition planning for students enrolled in Alternative Education programs. Educational partner feedback, local data, and implementation experiences highlighted the importance of providing flexible, relationship-centered, and career-connected learning opportunities aligned to the unique needs of continuation and non-traditional education students. These actions continued to prioritize support for students requiring additional academic, behavioral, attendance, and postsecondary transition supports in Alternative Education settings. At the same time, staffing shortages, credentialing limitations, and operational capacity challenges impacted full implementation of some planned pathway expansion and instructional program efforts, contributing to the district's decision to refine and broaden Goal 5 actions for the 2026–2027 school year.

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

Based on reflections from prior implementation, staffing capacity, educational partner feedback, and the revised focus of Goal 5 actions for the 2026–2027 school year, the district updated both the broad Goal 5 statement and the associated metrics to better align with the district's expanded approach to postsecondary readiness and career exploration for Alternative Education students. The revised goal broadens the focus from primarily expanding formal CTE pathways and Dual Enrollment opportunities to providing more flexible and student-centered college and career readiness supports, including career exploration, work-based learning, transition planning, leadership opportunities, industry partnerships, and postsecondary advising.

To support this revised direction, the district also updated the Goal 5 metrics to better reflect participation in postsecondary readiness activities and college and career preparedness outcomes. The revised metrics include: (1) Postsecondary Readiness and Career Exploration Participation (Number of Students), measured through local participation data related to workshops, career exploration activities, work-based learning opportunities, leadership activities, transition planning, and postsecondary support services; (2) College and Career Indicator (CCI), measured through the California Dashboard to monitor college and career readiness outcomes; and (3) A-G Completion Rate, measured through the California Dashboard to monitor student access to rigorous coursework and postsecondary eligibility. These revisions more accurately reflect the district's updated approach to supporting meaningful postsecondary opportunities and individualized student success for Alternative Education students.

Action 5.3 – Counselor

For the 2026–2027 school year, the district will continue prioritizing counseling and individualized student support services for Alternative Education students. Based on positive implementation outcomes and educational partner feedback, the district will maintain this action to continue supporting academic planning, credit recovery, graduation monitoring, career exploration, and postsecondary readiness efforts for students in continuation and non-traditional educational settings.

Action 5.4 – College and Career Readiness Pathways and Postsecondary Access

For the 2026–2027 school year, the district refined this action to provide a more flexible and student-centered approach to college and career readiness for Alternative Education students. Based on reflections from prior practice, staffing challenges, and educational partner feedback, the district shifted the focus from primarily expanding formal course pathways to increasing access to postsecondary planning, career exploration, dual enrollment and concurrent enrollment coordination, work-based learning opportunities, industry partnerships, certifications, and career-connected learning experiences aligned to student interests and workforce needs.

Action 5.5 – Alternative Education Postsecondary Readiness and Career Exploration Supports

For the 2026–2027 school year, the district revised this action to strengthen postsecondary readiness and career exploration supports for Alternative Education students through workshops, transition planning, college and career advising, financial aid and college application support, apprenticeship and trade exploration, and collaboration with community colleges and local industry partners. These refinements were made in response to educational partner feedback emphasizing the importance of meaningful, real-world learning opportunities and individualized student support connected to future college and career goals.

Actions 5.1 – Dual Enrollment Course Development and 5.2 – College and Career Pathways in Alternative Education:
Actions 5.1 and 5.2 will be discontinued for the 2026–2027 school year. Reflections on prior implementation demonstrated that staffing, credentialing, scheduling, and other programming barriers limited the district's ability to establish and sustain the formal Dual Enrollment and CTE pathways originally envisioned through these actions. Rather than continuing separate actions that could not be fully implemented, the district will shift toward a broader and more flexible approach to college and career readiness for Alternative Education students, including career exploration, work-based learning, industry exposure, postsecondary partnerships, transition planning, and individualized college and career supports. This change will allow the district to provide meaningful postsecondary opportunities that are more responsive to student needs and feasible within the Alternative Education setting.

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	Dual Enrollment Course Development - discontinued	2026-2027: this action is being discontinued. 2025-2026: Developing dual enrollment courses for PBHS and PCVHS will give students access to community college experiences that will enhance future career skills. Increasing the number of English Learners, Homeless Foster, and low income students who experience college courses while still in high school, improves the chances of those who are first generation	$0.00	

Action #	Title	Description	Total Funds	Contributing
		college students to continue to pursue a career and/or degree in higher education. By broadening these pathways, we aim to equip students with the competencies needed to thrive in various career fields, ensuring they are well-prepared for the demands of the workforce and higher education.		
5.2	College and Career Pathways Development in Alternative Education - discontinued	2026-2027: this action is being discontinued. 2025-2026:Developing Career Technical Education (CTE) pathways in alternative schools involves a strategic approach that aligns educational offerings with the needs and interests of students, ensuring they gain practical skills and knowledge relevant to the workforce. This action is an additional support to the action in goal 2 since the high need of this student population will include more supports and collaboration with local educational partners, and also addresses the red CCI indicator (metric 2.11). To effectively develop CTE pathways in PBHS and PCVHS, the following will be funded: Curriculum, equipment and supplies, teacher training and professional development, technology and software, work-based learning partnerships, marketing and outreach, and administrative support and staff.	$0.00	No
5.3	Counselor	In Alternative Education settings, understanding and addressing the social-emotional needs of students is crucial for their academic success. To better meet these needs, the district recognizes the vital role of a dedicated counselor. The district is committed to hiring a full-time counselor for our Alternative Schools. This counselor will be pivotal in providing personalized support to students, understanding their unique circumstances, and guiding them towards appropriate services. This initiative aims to proactively address the challenges these students face and prevent academic failure by ensuring they receive the necessary emotional and educational support.	$95,620.10	No

Action #	Title	Description	Total Funds	Contributing
5.4	College and Career Readiness Pathways and Postsecondary Access	For the 2026–2027 school year, the district refined this action to provide a more flexible and student-centered approach to college and career readiness for Alternative Education students. Based on reflections from prior practice, staffing challenges, and educational partner feedback, the district shifted the focus from primarily expanding formal course pathways to increasing access to postsecondary planning, career exploration, dual enrollment and concurrent enrollment coordination, work-based learning opportunities, industry partnerships, certifications, and career-connected learning experiences aligned to student interests and workforce needs. 2025-2026: Developing dual enrollment courses for PBHS and PCVHS will give students access to community college experiences that will enhance future career skills. Increasing the number of English Learners, Homeless Foster, and low income students who experience college courses while still in high school, improves the chances of those who are first generation college students to continue to pursue a career and/or degree in higher education. By broadening these pathways, we aim to equip students with the competencies needed to thrive in various career fields, ensuring they are well-prepared for the demands of the workforce and higher education.	$39,553.71	No
5.5	Alternative Education Postsecondary Readiness and Career Exploration Supports	For the 2026–2027 school year, the district revised this action to strengthen postsecondary readiness and career exploration supports for Alternative Education students through workshops, transition planning, college and career advising, financial aid and college application support, apprenticeship and trade exploration, and collaboration with community colleges and local industry partners. These refinements were made in response to educational partner feedback emphasizing the importance of meaningful, real-world learning opportunities and individualized student support connected to future college and career goals.	$161,304.20	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12,340,939	$$1,529,040

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.925%	4.855%	$1,555,601.96	41.780%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Cybersecurity and Technology Support **Need:** Access to digital instructional materials in a safe environment via direct input from educational partners via focus groups/empathy interviews. **Scope:**	After assessing the needs, conditions, and circumstances of our English learners, low-income students, foster youth, and homeless youth we discovered that feedback from our staff and parents highlighted a need for accessing digital instructional materials in a secure setting. To address the condition of our English learners, lowincome youth and foster youth, this action aims to enhance student learning by using digital devices for our English learners, low-income youth, and	Access to Instructional Materials CAASPP: ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	foster youth. Access to technology is crucial for enhancing academic performance, as it allows students to utilize instructional materials used by teachers for creating lessons. This is especially important for developing 21st-century skills among vulnerable groups who may have limited access to technology in our rural community. Though principally directed towards English learners, low-income students, foster youth, and homeless youth, this action is implemented LEAwide to maximize infrastructure efficiency. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide	
2.2	**Action:** Highly Qualified Teacher Retention **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	The district is committed to actively recruiting, hiring, and retaining highly qualified staff to address the academic needs of students who come from high-poverty communities. These initiatives are designed to attract and retain educators who can deliver exceptional educational outcomes to provide continuity in students' education. To address these inequities, the district is prioritizing the recruitment, hiring, and retention of highly qualified teachers in schools serving high concentrations of unduplicated students. In addition, we recognize that all students may benefit from highly qualified staff, so they are being implemented LEA-wide.	CAASPP Math & ELA assessments
2.4	**Action:** Counselors	This action is principally directed toward unduplicated students, including low-income	College Career Indicator, Graduation Rate,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Red Indicator in College and Career: All Students (PCVH, PBCHS) Low Income (PCVH, PBCHS) English Learners (Districtwide, GHS, KCHS) Students with Disabilities (Districtwide, KCHS) Hispanic (PCVHS, PBCHS) **Scope:**	youth, English learners, students with disabilities, and foster/homeless students, who are disproportionately represented in the Red performance level for the College and Career Indicator (CCI). Counselors will actively monitor each student's academic progress, track interventions, and enhance access to Career Technical Education Pathways. Furthermore, they will work to build and strengthen connections among teachers, parents, and students, ensuring that students are enrolled in appropriate courses that pave the way for successful post-secondary outcomes. Although this staff will focus on unduplicated students who are at the lowest performance indicator in CCI, they will also support and benefit all students on an LEA-wide basis.	Suspension Rate, Attendance
2.5	**Action:** Instructional Coaches - Discontinued **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:**	2025-2026 Eliminated Action: Due to difficulties in filling these full-time positions and some challenges in fully integrating coaches into classroom settings, which may have limited the overall instructional impact of their support, funds will be reallocated to more pressing student needs. 2024-2025: Instructional coaches will provide guidance on differentiated teaching practices, helping teachers to integrate ELD standards into their lessons and develop engaging teaching methods that make learning accessible and enjoyable for students. The focus will primarily be on ELA and Math, but they will support teachers across all subject areas, targeting our unduplicated students and creating learning environments that are inclusive and stimulating for students at all academic levels which will result in academic growth.	CAASPP Math & ELA assessments

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
		Although this staff will focus on unduplicated students, they will also support and benefit all students on an LEA-wide basis.	
2.6	**Action:** Interventions for Math, English, Language Acquisition, and supports **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	2025-2026: With the elimination of full-time instructional coaches under action 2.5, schools will utilize site-based veteran teacher experts to provide professional development, support with Professional Learning Communities work, and curriculum implementation guidance in English and Math. Additionally, ELD experts will be utilized to ensure the inclusion of English Learners in the most rigorous course of study with appropriate language acquisition support. Although supports are designed with unduplicated students' needs first, they will be provided to all students on an LEA-wide basis as needed. This action is principally directed toward unduplicated students, including English learners, low-income students, homeless youth, and students with disabilities, who are overrepresented in Red performance levels on the California Dashboard for both Math and ELA. 2024-2025: Additional supports will be provided to students during and beyond the school day. By targeting our unduplicated students who are underperforming, their academic achievement will show growth. Although these supports are being implemented LEA-wide, they are designed to principally benefit unduplicated students by addressing the unique academic and language needs that create opportunity gaps. Systemwide implementation ensures equitable access to expert instructional supports and intervention strategies across all schools.	CAASPP Math & ELA assessments

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
2.7	**Action:** Alternative Education **Need:** Red Indicator in College and Career: All Students (PCVH, PBCHS) Low Income (PCVH, PBCHS) English Learners (Districtwide, GHS, KCHS) Students with Disabilities (Districtwide, KCHS) Hispanic (PCVHS, PBCHS) **Scope:** LEA-wide	This action is principally directed toward unduplicated students, especially low-income youth, English learners, and students with disabilities, who are disproportionately represented in the Red performance level for the College and Career Indicator at Portola-Butler and Pinnacle Coastal Valley High Schools. Expansion of our alternative programs will ensure a higher number of students earn a high school diploma and graduate college and career-ready. In addition, we recognize that all students, students with disabilities, and Hispanic students may benefit from these services, so they are being implemented LEA-wide.	College and Career Indicator
2.8	**Action:** Career Technical Education (CTE) Pathways **Need:** Red Indicator in College and Career **Scope:** LEA-wide	The district will maintain and enhance the existing CTE pathways by allocating necessary resources to support and enrich these programs. By introducing new pathways that reflect the latest industry trends and align with student interests, we will provide different career options for students. This action is principally directed toward unduplicated students, including low-income youth, English learners, foster youth, and students with disabilities, who are disproportionately underperforming on the College and Career Indicator. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide. LEA-wide implementation is necessary to ensure that unduplicated students across all sites, including smaller and alternative campuses, have access to high-quality CTE programming.	College and Career Indicator
2.9	**Action:**	This action is principally directed toward unduplicated students, including English learners,	College and Career Indicator

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
	Advanced Placement (AP) and Dual Enrollment Expansion **Need:** Red Indicator in College and Career **Scope:** LEA-wide	foster youth, low-income students, and students with disabilities, who are significantly underrepresented in Advanced Placement and dual enrollment participation and underperforming on the College and Career Indicator. By expanding the availability of AP and dual enrollment courses across all school sites, we will increase the enrollment of unduplicated students in these challenging courses. Additional supports for students will improve their success rates on AP exams and in developing academic skills required for success in higher education. Though primarily directed to increase access for the student groups mentioned, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to ensure equitable access at every school site.	
2.12	**Action:** Instructional Programs - AVID **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** Schoolwide	AVID enhances the academic achievement of firstgeneration college students by having college or academic tutors to support and close their educational gaps. These tutors will provide additional support within the AVID classes and extend their services to other courses where students, particularly English learners and students with disabilities, require additional academic assistance to succeed. While AVID is principally directed at unduplicated pupils, such as English learners, socioeconomically disadvantaged youth, and students with disabilities, these student groups are distributed across all school sites. Implementing AVID LEA-wide ensures that students in every high school, including alternative and comprehensive settings, receive consistent access	CAASPP Math & ELA assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to tutoring, academic supports, and collegereadiness resources. This systemwide approach is essential for eliminating opportunity gaps and supports the district's commitment to equitable instructional access and post-secondary preparation across all campuses. In addition, we recognize that all students may benefit from these services, so they are being implemented LEAwide.	
2.13	**Action:** Technology/Software - Devices **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	Providing students with the necessary technology to improve their academic performance is an essential need to acquire key 21st-century skills. The district is committed to ensuring that both students and staff are well-equipped with the necessary devices. This action is principally directed toward unduplicated students, including English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities, who are disproportionately represented in Red Dashboard indicators for ELA and Math. These student groups often lack access to personal digital devices at home, which limits their ability to engage in digital learning, access instructional resources, and build essential 21st-century skills. Although the action is implemented LEA-wide, this delivery model ensures that unduplicated students across all school sites benefit equitably. We recognize that many other student groups will benefit from these services, so they are being implemented LEA-wide.	CAASPP Math and ELA assessments
2.14	**Action:** Teen Parenting Program (TPP) **Need:**	The district will provide additional resources, such as extra supplies, supplemental curriculum, designed to support these students academically while they navigate the complexities of parenthood. This action is principally directed	Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students and parents indicated need to support parent program. **Scope:** Schoolwide	toward unduplicated students, including lowincome youth, English learners, and foster youth, who face unique barriers to high school completion while parenting. Feedback from educational partners and student focus groups identified the need for increased academic and social-emotional support for teen parents. To address these needs, the district provides targeted resources such as supplemental curriculum, parenting supplies, and academic counseling to support student-parent success. Although other student groups may benefit, the action is implemented LEA-wide to ensure equitable access to teen parenting resources at any site where affected students are enrolled. This approach ensures no student is excluded from support due to school placement.	
2.15	**Action:** Assistant Principal **Need:** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:** Schoolwide	PBHS has recently established a satellite campus in Greenfield to offer more credit recovery opportunities for students. Providing administrative support to PBCHS and PCVHS will increase graduation rates and college and career readiness. This action is principally directed toward unduplicated students, including English learners, foster youth, low-income students, and students with disabilities, who are significantly underperforming in graduation rates and on the College and Career Indicator, especially at Portola-Butler and Pinnacle Coastal Valley High Schools. To ensure that unduplicated students have consistent access to high-quality leadership and support systems, assistant principals are being provided LEA-wide, as appropriate, by site need. This systemic delivery model helps address site disparities while ensuring equitable access to	Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		administrative capacity. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide as resources allow.	
2.16	**Action:** Professional Development for Academic Programs **Need:** Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	To support high-quality instruction, the district is committed to providing ongoing training, education, and professional development for teachers and staff. These opportunities will specifically focus on areas critical to our district's goals, such as Constructing Meaning and English Language Development, along with math professional development by participating in the math community of practice with county support. This professional development will be strategically designed to enhance teachers' skills in delivering culturally responsive and linguistically appropriate instruction that meets the diverse needs of our students. This action is principally directed toward unduplicated students, including English learners, socioeconomically disadvantaged youth, homeless students, and students with disabilities, who have been identified as performing at Red levels on the California Dashboard in both ELA and Math. Although these professional learning opportunities benefit all students, they are implemented LEAwide to ensure every teacher—regardless of site— is equipped to meet the specific learning needs of unduplicated students. This systemwide approach promotes equity and ensures consistent instructional improvement across all campuses. In addition, we recognize that all students will benefit from highly trained teachers and staff, and therefore, this action will impact LEA-wide.	CAASPP Math and ELA
2.17	**Action:** Interventions for Math and Reading	The district is committed to offering specialized intervention classes in mathematics and English	CAASPP ELA and Math Growth

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	Need: Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	across all comprehensive school sites to help students who struggle to meet grade-level academic standards. We will also increase staffing to reduce the student-to-teacher ratio in both Math and ELA, further enhancing personalized attention and support for students to learn. This action is principally directed toward unduplicated students, including English learners, socioeconomically disadvantaged youth, homeless students, and students with disabilities, who are performing at the Red level on CA Dashboard indicators in both ELA and Math. Because academic needs are not limited to unduplicated groups alone, other student populations may also benefit from reduced class sizes and targeted instruction. By implementing this intervention systemwide, the district ensures that all students who are struggling have access to high-quality, needs-based instructional support.	
2.20	**Action:** College and Career TOSA - discontinued **Need:** ***Eliminated Action*** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (Districtwide, GHS, KCHS, PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:**	2025-2026: The district will eliminate the standalone College and Career TOSA position and restructure college and career readiness supports by integrating these responsibilities into the broader Educational Services department via the Educational Services Coordinators. This reorganization provides districtwide leadership to address the needs of unduplicated pupils through targeted academic, social-emotional, and college-career readiness supports. By analyzing disaggregated data and guiding MTSS implementation, the Coordinators ensure early intervention and equitable access to resources. Programs such as attendance intervention, family engagement, and CTE/Dual Enrollment pathways are designed to close opportunity gaps and improve outcomes for these	College and Career Indicator

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		students. This action is principally directed toward unduplicated pupils, including English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities, who are disproportionately represented in the Red performance level on the College and Career Indicator (CCI). While unduplicated students are the primary beneficiaries, these services will also support other student groups in achieving post-secondary success. Implementing this action LEA-wide allows the district to provide equitable college and career readiness programming across all schools. These services are offered on a district-wide basis to ensure consistency and efficiency. The integrated approach will enhance participation, equity, and completion rates in college and career pathways across all schools. 2024-2025: The College and Career TOSA will provide specialized support to CTE and college preparatory teachers, ensuring that these targeted student groups not only succeed but also increase their participation in CTE pathways, A-G completion and college preparedness. In addition, parent education via parent committees will increase awareness at home on how to support English learners, homeless/foster, and socioeconomically disadvantaged students in pursuing their career aspirations in higher educational institutions. In addition, we recognize that all student groups in the Red indicator for CCI may benefit from these services, so they are being implemented and offered LEA-wide.	
2.21	**Action:** Military Science Program	The development of leadership skills and college and career readiness is a critical component to be	College and Career Indicator

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	Need: Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (Districtwide, GHS, KCHS, PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) **Scope:** LEA-wide	successful. This program is designed to enhance military science skills, foster group collaboration, and advance academic achievement. By developing these leadership skills, first-generation college students are given additional skills to succeed in future careers. This action is principally directed toward unduplicated students, specifically English learners, low-income students, homeless youth, students with disabilities, and Hispanic students, who have been identified with Red performance on the College and Career Indicator at multiple school sites. In addition, we recognize that all student groups in the Red indicator for CCI may benefit from these services. Therefore, the district has chosen to implement this action LEA-wide to ensure equitable access to these supports across all schools, especially those serving high concentrations of students with the greatest needs.	
2.22	**Action:** Educational Service Coordinators **Need:** Red Indicator in College and Career: All Students, Low Income (PCVH, PBCHS) English Learners, Students with Disabilities (Districtwide, GHS, KCHS, PCVHS, PBCHS) Hispanic (PCVHS, PBCHS, GHS) Homeless Youth (PCVHS) Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS)	2025-2026: The district will eliminate the standalone College and Career TOSA position and restructure college and career readiness supports by integrating these responsibilities into the broader Educational Services department via the Educational Services Coordinator, Action 2.22. This reorganization will align CTE, Dual Enrollment, and post-secondary preparation efforts with districtwide instructional services, ensuring more cohesive and efficient support for English learners, students with disabilities, and homeless students. The integrated approach will enhance participation, equity, and completion rates in college and career pathways across all schools. Responsibilities include curriculum development and alignment,	College and Career Indicator, CAASPP ELA and Math Growth

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	Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Socioeconomically disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) **Scope:** LEA-wide	implementation of Multi-Tiered Systems of Support (MTSS), disaggregating data for intervention, and increasing parent engagement to improve attendance and student outcomes. This action is principally directed toward unduplicated students, including English learners, socioeconomically disadvantaged students, homeless youth, and students with disabilities, who are underperforming on the College and Career Indicator, as well as on ELA and Math assessments. These services are implemented LEA-wide to ensure all school sites, especially those serving high concentrations of unduplicated students, receive consistent, equityfocused support. While the services benefit all students, their design and delivery are centered on closing opportunity gaps for those with the greatest academic needs.	
3.1	**Action:** Parent Involvement Coordinators **Need:** Limited parent participation in school and parent understanding of academic communications so they can support their child **Scope:** LEA-wide	Parent involvement coordinators are key in bridging communication gaps and ensuring that all parents receive the necessary information and support to be actively involved in their children's education and receive information in their home language to ensure they participate as partners with teachers and school staff. This action is principally directed toward unduplicated pupils, particularly English learners, low-income students, and foster youth, whose families often face linguistic, cultural, or logistical barriers to engagement. Parent Involvement Coordinators help bridge these gaps by ensuring families receive timely information in their home language, supporting their participation in school site councils, DELAC, ELAC, and academic workshops. Though unduplicated families are the primary	Parent Participation in DELAC, ELAC, SSC, Parent Workshops, Grad Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		focus, improved family-school partnerships benefit all students. Therefore, this action is provided LEA-wide to ensure consistent access to parent engagement support across all schools.	
3.2	**Action:** Parent Communication and Participation Support **Need:** Parent participation in school specially from SWD and EL families. **Scope:** LEA-wide	By increasing parent education programs, workshops, and academic information meetings, we will see an increase in student academic achievement. Because parent involvement benefits the district and all students, parent coordinators and their support are being offered LEA-wide. This action is principally directed toward unduplicated pupils, especially English learners, students with disabilities, and low-income students, whose families face barriers to active school participation due to language, educational background, or access to information. The district provides parent education programs, academic workshops, and translated materials to ensure families understand how to support student learning and engage meaningfully in school decision-making. While these supports focus on unduplicated student needs, they benefit all families by improving communication and strengthening home-school partnerships. Therefore, this action is implemented LEA-wide to guarantee all school sites will offer equitable access to parent engagement services.	Parent Education, students w/disabilities workshops counts, Grad Rate
3.3	**Action:** Technology/Software for Parent Communication **Need:** Primary language community and academic content access	Providing documents and classroom content in the parent/student's primary language will improve understanding of learning and ways parents can support their child. This action is principally directed toward unduplicated students, particularly English learners, foster youth, and low-income families, who often face challenges accessing academic and school communications in a	Community/parent digital surveys: ELs, SED, Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	language they understand. By using translationenabled communication tools, the district ensures parents can understand classroom expectations, school updates, and learning content to better support their children's education. Although designed for unduplicated pupils, effective communication supports are beneficial to all families. Therefore, the district is implementing this action LEA-wide to ensure equitable access to multilingual communication across all school sites.	
4.2	**Action:** Positive, Safe and Secure Environment **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) All Students (GHS) **Scope:** LEA-wide	Providing students with a safe and healthy environment where they have supplies so they are prepared for class is critical to facilitating their academic achievement. Staff will receive professional development and necessary resources to ensure that students feel supported and secure in their interactions with adults on campus. This action is principally directed toward unduplicated pupils, especially English learners, low-income students, homeless youth, and students with disabilities, who have the highest suspension rates and face greater barriers to feeling safe and supported in school environments. This is designed to support our lowest-performing student groups (English learners, homeless, and low-income), but all other student groups in the Red on suspension metrics will benefit. In addition, all students benefit from a safe, supportive environment. Therefore, this action is being implemented LEA-wide to ensure consistency in safety protocols and staff practices across all campuses and to promote equity in access to positive school environments.	Suspension rates

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
4.3	**Action:** Link Crew **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	This action is principally directed toward unduplicated students, especially English learners, low-income students, and homeless youth, who have demonstrated disproportionately high suspension rates, as identified in the Red indicator data. Link Crew promotes positive school culture by fostering student engagement, reducing feelings of isolation, and providing peer mentorship to help students build strong connections within the school community. These supports are especially impactful for unduplicated students who may lack consistent access to inclusive extracurricular or mentoring opportunities. Though principally designed to meet the suspension indicators for English learners, lowincome, and homeless youth, many other student groups will benefit. All students gain from a more inclusive, supportive school environment. Therefore, this action is being implemented LEAwide to promote equitable access to student engagement supports across all school sites.	Suspension rate
4.7	**Action:** Before/After School and Saturday Programs **Need:** Math and ELA growth Red Indicator in ELA: English Learners (Districtwide, GHS, KCHS) Homeless Youth (Districtwide) Red Indicator in MATH: All Students (Districtwide) English Learners (GHS, KCHS) Hispanic (Districtwide, GHS, KCHS) Homeless Youth (Districtwide)	This action is principally directed toward unduplicated students, particularly English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities, who are performing in the Red performance level on both ELA and Math, and who also demonstrate disproportionately high suspension rates. The district will offer before- and after-school tutoring, Saturday programs, and enrichment activities to provide targeted academic and behavioral supports. These opportunities are designed to strengthen students' foundational skills in core subjects, build confidence, and	CAASPP Percent reaching standard in ELA and Math, School Connectedness rate

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	Socioeconomically Disadvantaged (Districtwide, KCHS) Students with disabilities (Districtwide) Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	improve overall connectedness to the school community. While the services are designed with unduplicated students' needs at the forefront, other student groups experiencing academic or behavioral challenges, such as Hispanic students and students with disabilities, will also benefit. Therefore, this comprehensive intervention structure is being implemented LEA-wide to ensure that every student, regardless of school site, has equitable access to academic supports and opportunities to thrive socially and emotionally.	
4.8	**Action:** Social-Emotional Professional Development **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	The district will implement targeted professional development aligned with our social-emotional learning focus for all staff. This initiative will include intensive training in restorative practices, vital for strengthening our Multi-Tiered System of Supports (MTSS) and bolstering student support structures at each school. This training will empower all teachers with Tier 1 strategies designed specifically to nurture a positive learning environment for all students, with particular attention to ensuring that English learners, foster youth, and low-income students feel fully included and supported. This action is principally directed toward unduplicated students, particularly English learners, low-income students, and homeless youth, who are experiencing disproportionately high suspension rates, as indicated by Red performance levels. While the action is designed to address the specific needs of unduplicated pupils, other student groups with Red suspension indicators, such as Hispanic students and students with	Suspension Rates

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		disabilities, will also benefit from improved staff practices. As all students benefit from emotionally responsive environments and equitable behavior systems, this action is implemented LEA-wide.	
4.10	**Action:** Student Services **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	This leadership will ensure that our MTSS framework is robust and responsive, effectively supporting the well-being and academic success of English learners, foster youth, and low-income students so they feel fully included and supported. As resources and support will benefit all students, this is offered LEA-wide.	Suspension rates
4.11	**Action:** Mental Health and Socioemotional Supports and Interventions **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	The district is committed to expanding its mental health services, including both individual and group counseling sessions, to better assist students in handling personal challenges. By adding mental health staff, students' academic performance will increase. This action is principally directed toward unduplicated students, specifically English learners, low-income students, and homeless youth, who are experiencing Red performance levels in suspension rates. While this action is designed to meet the needs of unduplicated pupils, other student groups in the Red, such as Hispanic students and students with disabilities, will also benefit. Because this support framework enhances outcomes for all students, the action is implemented LEA-wide.	Suspension rates

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
4.12	**Action:** Drug Rehabilitation and Supports **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:** LEA-wide	This action is principally directed toward unduplicated pupils, specifically English learners, low-income students, and homeless youth, who are experiencing disproportionately high suspension rates, as identified in Red indicator data. The district will provide targeted mental health and drug rehabilitation supports to address underlying trauma, substance use, and behavioral challenges. These services are intended to prevent substance abuse and promote healthier coping mechanisms, improving students' academic performance, attendance, and emotional well-being. While this action is designed to address the specific needs of unduplicated pupils, other student groups with Red suspension indicators, such as Hispanic students and students with disabilities, will also benefit. Because mental health and substance use prevention supports contribute to a safer and healthier school climate for all students, this action is implemented LEAwide.	Suspension rates
4.13	**Action:** Wellness Center and Staffing **Need:** Red Indicator in Suspensions English learners (Districtwide, GHS) Hispanic (GHS) Homeless youth (Districtwide, GHS) Low Income (GHS) Students with disabilities (Districtwide and GHS) **Scope:**	The action addresses the needs of unduplicated pupils by ensuring equitable access to essential social-emotional and mental health supports through the district's Wellness Centers. By providing these services, the district can reach a broader population of high-need students across multiple school sites, many of whom face barriers to academic success due to trauma or other social-emotional factors. The classified directors and support staff play a critical role in coordinating services, expanding outreach, and building trusting relationships with students and families. This action is principally directed toward unduplicated pupils, specifically English learners, low-income	Attendance and Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students, and homeless youth, who are disproportionately affected by high suspension rates, as indicated in Red performance data. While this action is designed to meet the specific needs of unduplicated pupils, other student groups in the Red, such as Hispanic students and students with disabilities, also benefit significantly from these supports. The district is offering these services LEA-wide to ensure equitable access to wellness resources for all students and to foster supportive school climates across all campuses. This systemic approach ensures that all students, especially the most vulnerable, have the support necessary to thrive in school and transition successfully to college or careers.	

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
2.3	**Action:** Professional Development to support ELD Standards in all courses **Need:** English learner performance data, English Learner Progress Indicator (ELPI) data, and educational partner feedback identified the need for improved instructional strategies and integrated English Language Development (ELD) supports across all content areas to	This action provides professional development and instructional training focused on integrated ELD strategies, language acquisition supports, and instructional practices designed to improve access to rigorous instruction and academic success for English learners across all courses.	2.1, 2.2, 2.8, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	better support English learners' academic achievement and language acquisition. **Scope:** Limited to Unduplicated Student Group(s)		
2.10	**Action:** Support for English Learners **Need:** English learner progress data, local assessment results, and educational partner feedback identified ongoing language acquisition and academic achievement gaps for English learners requiring targeted instructional support and intervention services. **Scope:** Limited to Unduplicated Student Group(s)	This action provides targeted instructional support, intervention services, and academic assistance designed to improve English language acquisition, academic performance, and access to instructional resources for English learners.	2.1, 2.2, 2.8, 2.12, 2.13
2.11	**Action:** Instructional Programs - EL Supplemental Curriculum **Need:** English learner academic performance data and educational partner feedback identified the need for supplemental instructional materials and curriculum resources specifically designed to support English learner language development and academic achievement. **Scope:** Limited to Unduplicated Student Group(s)	This action provides supplemental curriculum materials, instructional resources, and academic support programs designed to strengthen language acquisition and improve academic outcomes for English learners.	2.1, 2.2, 2.8, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.18	**Action:** Homeless/Foster Youth Supports **Need:** Attendance data, academic performance indicators, and educational partner feedback identified the need for additional academic, attendance, wellness, and case management supports for homeless students and foster youth experiencing instability and barriers to school engagement and academic success. **Scope:** Limited to Unduplicated Student Group(s)	This action provides case management, intervention services, counseling support, academic assistance, and coordinated student services designed to improve attendance, engagement, academic success, and access to educational resources for homeless students and foster youth.	4.1, 4.2, 4.3, 4.4, 2.11

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.

There are NO limited actions contributing to meeting the increased or improved services requirement that are associated with a Planned Percentage of Improved Services in the Contributing Summary Table.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to increase the staff-to-student ratio of both classified and certificated staff providing direct services to students at schools with high concentrations of unduplicated students in the following ways:
Classified Staff:
Goal 4, Action 2: Parent Communication and Participation Support
Developing robust communication channels between schools and families, including the use of technology and software for enhanced parent engagement, will ensure parents are well-informed and involved in their children's education. Increasing the number of ELD liaisons for LongTerm English Learner (LTEL) support in core classes. Enhancing support staff such as instructional aides and paraeducators to provide targeted assistance to students with disabilities and English learners.
Certificated Staff:

Goal 2, Action 2 (Teacher Retention), Goal 2, Action 4 (Counselors), Goal 2, Action 6 (Interventions for Math, English, and Language Acquisition) 2.15 (Asst. Principals) 3.1 (Parent Involvement Coordinators) 4.5 (Assistant Principals) 4.11 (Mental Health staff): Additional staff will be hired to benefit schools with higher concentrations of unduplicated students. This action will address the significant social emotional and academic needs of English learners and students with disabilities through targeted in-class and after-school support, utilizing specialized support software for monitoring progress. Hiring additional staff and math and English teachers to provide more individualized attention to students in need.

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	0	18:1
Staff-to-student ratio of certificated staff providing direct services to students	0	17:1

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	33,421,636	12,340,939	36.925%	4.855%	41.780%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$49,662,903.16	$5,059,809.80	$676,366.21	$2,278,910.23	$57,677,989.40	$35,436,317.86	$22,241,671.54

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	Base Program: Salaries and Benefits, Supplies Services	All	No			All Schools	Ongoing	$22,733,693.20	$8,061,812.58	$26,245,892.96	$3,076,554.57	$607,416.30	$865,641.95	$30,795,505.78	
1	1.2	Cybersecurity and Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$429,377.42	$314,498.00	$743,875.42	$0.00	$0.00	$0.00	$743,875.42	
2	2.1	Highly Qualified Teacher Recruitment	All	No			All Schools	2024-2027	$0.00	$13,000.00	$13,000.00	$0.00	$0.00	$0.00	$13,000.00	
2	2.2	Highly Qualified Teacher Retention	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$679,649.12	$16,000.00	$695,649.12	$0.00	$0.00	$0.00	$695,649.12	
2	2.3	Professional Development to support ELD Standards in all courses	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$29,463.24	$5,030,750.00	$5,060,213.24	$0.00	$0.00	$0.00	$5,060,213.24	
2	2.4	Counselors	All	No			Specific Schools: King City High School, Greenfield High School	Ongoing	$267,421.00	$0.00	$0.00	$267,421.00	$0.00	$0.00	$267,421.00	
2	2.5	Instructional Coaches - Discontinued	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	Interventions for Math, English, Language Acquisition, and supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$554,843.43	$645,156.57	$737,843.43	$0.00	$0.00	$462,156.57	$1,200,000.00	
2	2.7	Alternative Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,657,329.16	$1,657,329.16	$0.00	$0.00	$0.00	$1,657,329.16	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Career Technical Education (CTE) Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,983,430.98	$732,702.70	$2,988,017.60	$574,466.72	$68,949.91	$84,699.45	$3,716,133.68	
2	2.9	Advanced Placement (AP) and Dual Enrollment Expansion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,017,709.50	$230,206.00	$1,121,709.50	$126,206.00	$0.00	$0.00	$1,247,915.50	
2	2.10	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,149,963.97	$18,999.00	$1,082,077.87	$0.00	$0.00	$86,885.10	$1,168,962.97	
2	2.11	Instructional Programs - EL Supplemental Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	2.12	Instructional Programs - AVID	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS 9-12	Ongoing	$113,443.57	$51,000.00	$164,443.57	$0.00	$0.00	$0.00	$164,443.57	
2	2.13	Technology/Software - Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,022,924.34	$995,076.34	$0.00	$0.00	$27,848.00	$1,022,924.34	
2	2.14	Teen Parenting Program (TPP)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PCVHS 9-12	Ongoing	$145,067.11	$5,000.00	$150,067.11	$0.00	$0.00	$0.00	$150,067.11	
2	2.15	Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS, PBCHS 9-12	Ongoing	$644,993.10	$8,040.00	$303,087.99	$0.00	$0.00	$349,945.11	$653,033.10	
2	2.16	Professional Development for Academic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$363,212.81	$91,958.81	$455,171.62	$0.00	$0.00	$0.00	$455,171.62	
2	2.17	Interventions for Math and Reading	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$56,820.85	$352,026.15	$408,847.00	$0.00	$0.00	$0.00	$408,847.00	
2	2.18	Homeless/Foster Youth Supports	Foster Youth Low Income	Yes	Limited to Unduplicated Student	Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	

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
					Group(s)											
2	2.19	Instructional Programs - Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$505,047.35	$0.00	$0.00	$505,047.35	$0.00	$0.00	$505,047.35	
2	2.20	College and Career TOSA - discontinued						Discontinued	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.21	Military Science Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$225,207.64	$76,100.00	$251,307.64	$0.00	$0.00	$50,000.00	$301,307.64	
2	2.22	Educational Service Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$330,595.20	$17,200.00	$222,660.80	$0.00	$0.00	$125,134.40	$347,795.20	
3	3.1	Parent Involvement Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$419,276.25	$0.00	$419,276.25				$419,276.25	
3	3.2	Parent Communication and Participation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$477,879.20	$41,875.00	$519,754.20				$519,754.20	
3	3.3	Technology/Software for Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$36,964.26	$36,964.26	$0.00	$0.00	$0.00	$36,964.26	
3	3.4	Parent Workshops and Engagement (changed from Professional Development)	All	No			All Schools	Ongoing	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
4	4.1	Technology - Vaping Sensors, Cameras, and Environmental Controls	All	No			All Schools	Ongoing	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	
4	4.2	Positive, Safe and Secure Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$250,252.64	$548,990.00	$799,242.64	$0.00	$0.00	$0.00	$799,242.64	
4	4.3	Link Crew	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$75,249.54	$0.00	$75,249.54	$0.00	$0.00	$0.00	$75,249.54	
4	4.4	Safety Equipment	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
4	4.5	Assistant Principals	All	No			All Schools	Ongoing	$471,936.44	$7,680.00	$264,004.79			$215,611.65	$479,616.44	
4	4.6	Psychologists	Students with Disabilities	No			All Schools	Ongoing	$259,400.87	$5,700.00	$254,112.87	$0.00	$0.00	$10,988.00	$265,100.87	

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	4.7	Before/After School and Saturday Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$192,787.84	$0.00	$192,787.84	$0.00	$0.00	$0.00	$192,787.84	
4	4.8	Social-Emotional Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,100,000.00	$2,100,000.00	$0.00	$0.00	$0.00	$2,100,000.00	
4	4.9	School Resource Officers	All	No			All Schools	Ongoing	$0.00	$186,138.34	$186,138.34			$0.00	$186,138.34	
4	4.10	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$93,437.84	$0.00	$93,437.84	$0.00	$0.00	$0.00	$93,437.84	
4	4.11	Mental Health and Socioemotional Supports and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$427,271.24	$472,573.88	$686,208.97	$213,636.15	$0.00	$0.00	$899,845.12	
4	4.12	Drug Rehabilitation and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$229,455.25	$229,455.25	$0.00	$0.00	$0.00	$229,455.25	
4	4.13	Wellness Center and Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$383,158.88	$21,841.12	$405,000.00				$405,000.00	
5	5.1	Dual Enrollment Course Development - discontinued						Discontinued	$0.00	$0.00	$0.00		$0.00	$0.00	$0.00	
5	5.2	College and Career Pathways Development in Alternative Education - discontinued	All Students with Disabilities	No				Discontinued	$0.00	$0.00	$0.00		$0.00	$0.00	$0.00	
5	5.3	Counselor	All	No			Specific Schools: PBHS, PCVHS	Ongoing	$94,620.10	$1,000.00	$0.00	$95,620.10	$0.00	$0.00	$95,620.10	
5	5.4	College and Career Readiness Pathways and Postsecondary Access	All	No			Specific Schools: PBHS, PCVHS	Ongoing	$30,553.71	$9,000.00		$39,553.71			$39,553.71	
5	5.5	Alternative Education Postsecondary Readiness and Career Exploration Supports	All	No			Specific Schools: PBHS, PCVHS	Ongoing	$30,553.82	$130,750.38		$161,304.20			$161,304.20	

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
33,421,636	12,340,939	36.925%	4.855%	41.780%	$22,634,754.20	0.000%	67.725 %	**Total:**	$22,634,754.20
								LEA-wide Total:	$15,834,864.42
								Limited Total:	$6,182,291.11
								Schoolwide Total:	$617,598.67

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Cybersecurity and Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$743,875.42	
2	**2.2**	Highly Qualified Teacher Retention	Yes	LEA-wide	Low Income	All Schools	$695,649.12	
2	**2.3**	Professional Development to support ELD Standards in all courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,060,213.24	
2	**2.6**	Interventions for Math, English, Language Acquisition, and supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$737,843.43	
2	**2.7**	Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,657,329.16	
2	**2.8**	Career Technical Education (CTE) Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,988,017.60	

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	2.9	Advanced Placement (AP) and Dual Enrollment Expansion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,121,709.50	
2	2.10	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,082,077.87	
2	2.11	Instructional Programs - EL Supplemental Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
2	2.12	Instructional Programs - AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS 9-12	$164,443.57	
2	2.13	Technology/Software - Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$995,076.34	
2	2.14	Teen Parenting Program (TPP)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PCVHS 9-12	$150,067.11	
2	2.15	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS, PBCHS 9-12	$303,087.99	
2	2.16	Professional Development for Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$455,171.62	
2	2.17	Interventions for Math and Reading	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$408,847.00	
2	2.18	Homeless/Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$30,000.00	
2	2.21	Military Science Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,307.64	
2	2.22	Educational Service Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,660.80	
3	3.1	Parent Involvement Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$419,276.25	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Parent Communication and Participation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$519,754.20	
3	3.3	Technology/Software for Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,964.26	
4	4.2	Positive, Safe and Secure Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$799,242.64	
4	4.3	Link Crew	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,249.54	
4	4.7	Before/After School and Saturday Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$192,787.84	
4	4.8	Social-Emotional Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,100,000.00	
4	4.10	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,437.84	
4	4.11	Mental Health and Socioemotional Supports and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$686,208.97	
4	4.12	Drug Rehabilitation and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,455.25	
4	4.13	Wellness Center and Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$405,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$54,193,882.52	$52,457,288.26

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**	Base Program: Salaries and Benefits, Supplies Services	No	$30,795,505.78	$32,390,728.49
1	**1.2**	Cybersecurity and Technology Support	Yes	$722,649.39	633,113.35
2	**2.1**	Highly Qualified Teacher Recruitment	No	$13,000.00	13,000.00
2	**2.2**	Highly Qualified Teacher Retention	Yes	$754,925.74	2,631,554.73
2	**2.3**	Professional Development to support ELD Standards in all courses	Yes	$67,780.48	5,000
2	**2.4**	Counselors	Yes	$299,078.56	281,268.69
2	**2.5**	Instructional Coaches	Yes	$0.00	0
2	**2.6**	Interventions for Math, English and Language Acquisition	Yes	$1,283,459.74	1,227,366.94
2	**2.7**	Alternative Education	Yes	$2,685,292.00	2,096,826.68
2	**2.8**	Career Technical Education (CTE) Pathways	Yes	$3,821,917.83	3,914,238.95
2	**2.9**	Advanced Placement (AP) and Dual Enrollment Expansion	Yes	$988,399.96	1,087,403.13

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Support for English Learners	Yes	$1,117,795.11	1,012,784.63
2	2.11	Instructional Programs - EL Supplemental Curriculum	Yes	$20,000.00	12,218.72
2	2.12	Instructional Programs - AVID	Yes	$164,484.15	143,490.69
2	2.13	Technology/Software - Devices	Yes	$961,656.43	782,239.82
2	2.14	Teen Parenting Program (TPP)	Yes	$147,044.86	121,254.32
2	2.15	Assistant Principal	Yes	$580,648.29	511,698.58
2	2.16	Professional Development for Academic Programs	Yes	$215,500.00	401,389.47
2	2.17	Interventions for Math and Reading	Yes	$455,425.21	312,670.38
2	2.18	Homeless/Foster Youth Supports	Yes	$50,592.00	50,366.36
2	2.19	Instructional Programs - Students with Disabilities	No	$422,939.53	457,817.16
2	2.20	College and Career TOSA	Yes	$0.00	0
2	2.21	Military Science Program	Yes	$277,065.81	262,410.5
2	2.22	Educational Service Coordinators	Yes	$469,750.96	273,956.32

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	Parent Involvement Coordinators	Yes	$388,762.72	339,473.48
3	3.2	Parent Communication and Participation Support	Yes	$386,118.82	480,706.06
3	3.3	Technology/Software for Parent Communication	Yes	$35,499.00	26,693.5
3	3.4	Professional Development	No	$70,000.00	70,000
4	4.1	Technology - Vaping Sensors, Cameras, and Environmental Controls	No	$30,000.00	27,246.78
4	4.2	Positive, Safe and Secure Environment	Yes	$810,222.42	645,031.25
4	4.3	Link Crew	Yes	$63,599.38	84,688.92
4	4.4	Safety Equipment	No	$5,100.00	9,175.00
4	4.5	Assistant Principals	No	$456,008.79	419,426.81
4	4.6	Psychologists	No	$243,381.74	221,235.68
4	4.7	Before/After School and Saturday Programs	Yes	$172,245.37	164,279.07
4	4.8	Social-Emotional Professional Development	Yes	$50,000.00	1,848.46
4	4.9	School Resource Officers	No	$172,560.00	179,349.17
4	4.10	Student Services	Yes	$47,101.07	81,134.14

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	**4.11**	Mental Health and Socioemotional Supports and Interventions	Yes	$2,927,427.86	586,777.56
4	**4.12**	Drug Rehabilitation and Supports	Yes	$142,000.00	156,144.26
4	**4.13**	Wellness Center and Staffing	Yes	$1,569,995.52	211,536.81
5	**5.1**	Dual Enrollment Course Development	No	$28,031.41	0
5	**5.2**	College and Career Pathways Development in Alternative Education	No	$195,987.66	40,728.38
5	**5.3**	Counselor	No	$84,928.93	89,015.02

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)
11,902,148	$19,970,470.89	$18,539,565.77	$1,430,905.12	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Cybersecurity and Technology Support	Yes	$722,649.39	633,113.35		
2	2.2	Highly Qualified Teacher Retention	Yes	$754,925.74	2,631,554.73		
2	2.3	Professional Development to support ELD Standards in all courses	Yes	$67,780.48	5,000		
2	2.4	Counselors	Yes	$289,264.16	281,268.69		
2	2.5	Instructional Coaches	Yes	$0.00	0		
2	2.6	Interventions for Math, English and Language Acquisition	Yes	$1,283,459.74	1,227,366.94		
2	2.7	Alternative Education	Yes	$2,685,292.00	2,096,826.68		
2	2.8	Career Technical Education (CTE) Pathways	Yes	$2,925,779.83	3,914,238.95		
2	2.9	Advanced Placement (AP) and Dual Enrollment Expansion	Yes	$988,399.96	1,087,403.13		
2	2.10	Support for English Learners	Yes	$1,054,458.11	1,012,784.63		
2	2.11	Instructional Programs - EL Supplemental Curriculum	Yes	$20,000.00	12,218.72		
2	2.12	Instructional Programs - AVID	Yes	$164,484.15	143,490.69		
2	2.13	Technology/Software - Devices	Yes	$937,500.00	782,239.82		

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	2.14	Teen Parenting Program (TPP)	Yes	$147,044.86	121,254.32		
2	2.15	Assistant Principal	Yes	$302,842.64	511,698.58		
2	2.16	Professional Development for Academic Programs	Yes	$215,500.00	401,389.47		
2	2.17	Interventions for Math and Reading	Yes	$455,425.21	312,670.38		
2	2.18	Homeless/Foster Youth Supports	Yes	$25,000.00	50,366.36		
2	2.20	College and Career TOSA	Yes	$0.00	0		
2	2.21	Military Science Program	Yes	$277,065.81	262,410.5		
2	2.22	Educational Service Coordinators	Yes	$252,792.16	273,956.32		
3	3.1	Parent Involvement Coordinators	Yes	$388,762.72	339,473.48		
3	3.2	Parent Communication and Participation Support	Yes	$386,118.82	480,706.06		
3	3.3	Technology/Software for Parent Communication	Yes	$35,499.00	26,693.5		
4	4.2	Positive, Safe and Secure Environment	Yes	$810,222.42	645,031.25		
4	4.3	Link Crew	Yes	$63,599.38	84,688.92		
4	4.7	Before/After School and Saturday Programs	Yes	$172,245.37	164,279.07		
4	4.8	Social-Emotional Professional Development	Yes	$50,000.00	1,848.46		
4	4.10	Student Services	Yes	$47,101.07	81,134.14		
4	4.11	Mental Health and Socioemotional Supports and Interventions	Yes	$2,735,262.35	586,777.56		
4	4.12	Drug Rehabilitation and Supports	Yes	$142,000.00	156,144.26		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.13**	Wellness Center and Staffing	Yes	$1,569,995.52	211,536.81		

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)
32,041,532	11,902,148	25.57%	62.716%	$18,539,565.77	0.000%	57.861%	$1,555,601.96	4.855%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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