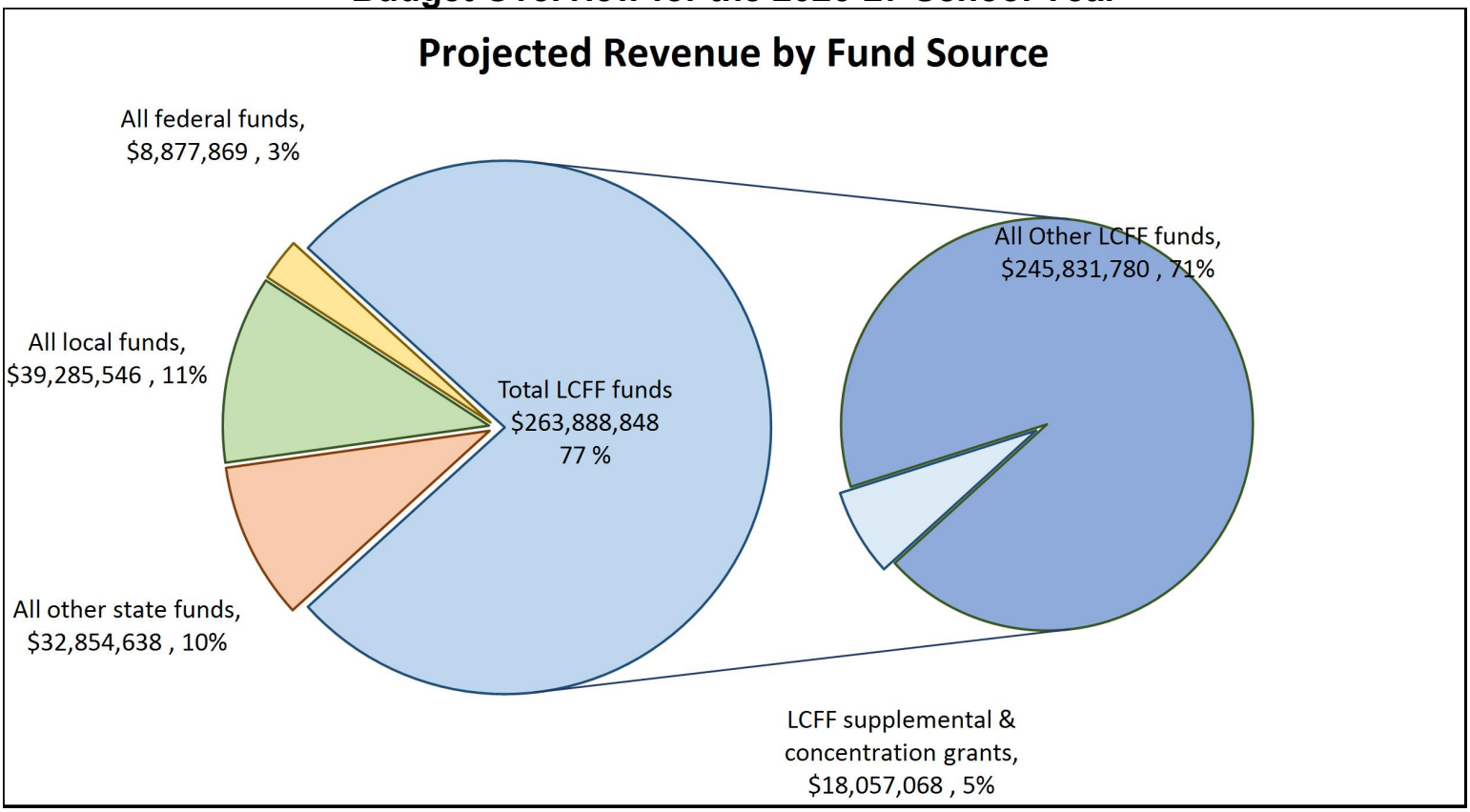
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: William S. Hart Union High School District
CDS Code: 19-65136-0000000
School Year: 2026-27
LEA contact information:
Gretchen Bergstrom
Director of Fiscal Services
gbergstrom@hartdistrict.org
661-259-0033

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 William S. Hart 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 William S. Hart Union High School District is $344,906,901.00, of which $263,888,848.00 is Local Control Funding Formula (LCFF), $32,854,638.00 is other state funds, $39,285,546.00 is local funds, and $8,877,869.00 is federal funds. Of the

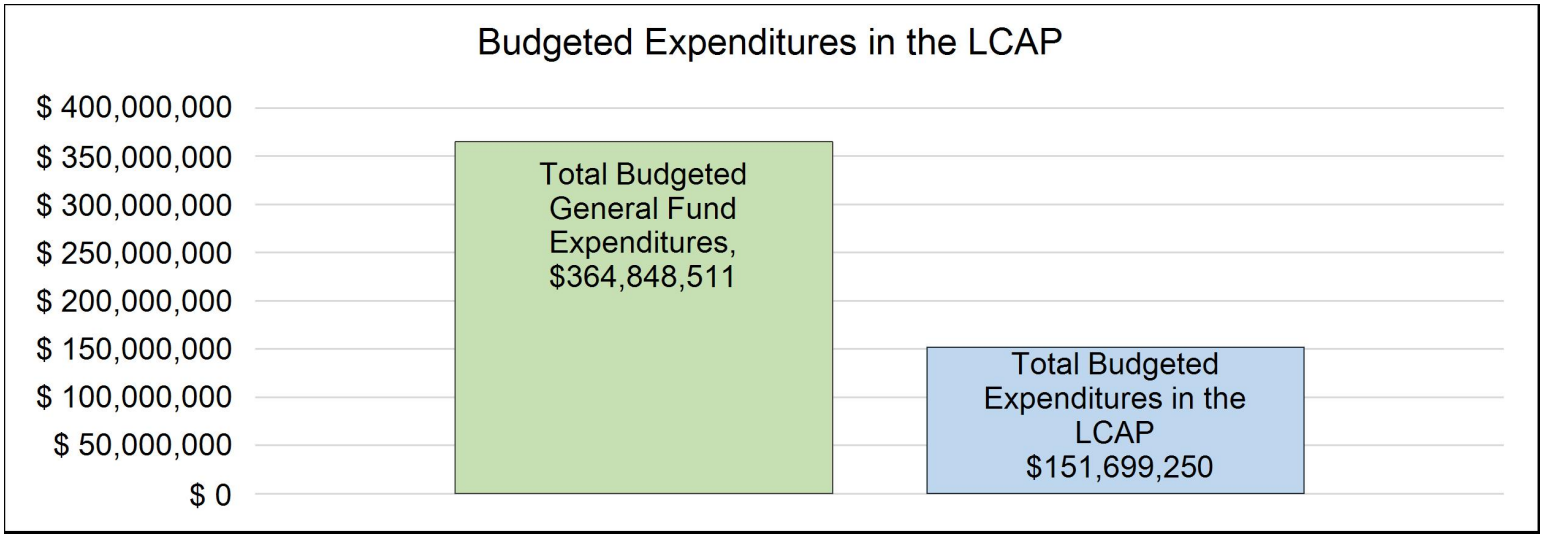
$263,888,848.00 in LCFF Funds, $18,057,068.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 William S. Hart 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: William S. Hart Union High School District plans to spend $364,848,511.00 for the 2026-27 school year. Of that amount, $151,699,250.00 is tied to actions/services in the LCAP and $213,149,261.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures for the 2026-27 school year that are not included in the Local Control and Accountability Plan (LCAP) include district-wide general operating expenses; Special Education costs as required to maintain current programs; transportation costs for Special Education students per individualized educational plans; federal allocations for Title I, Title II, Title III, and Title IV; state allocations of Proposition 28; and other state and federal grants such as those for ethnic studies, Career Technical Education, and College and Career Readiness programs. Special education expenditures consistently exceed revenues and require a contribution into other state resources at the end of the year.

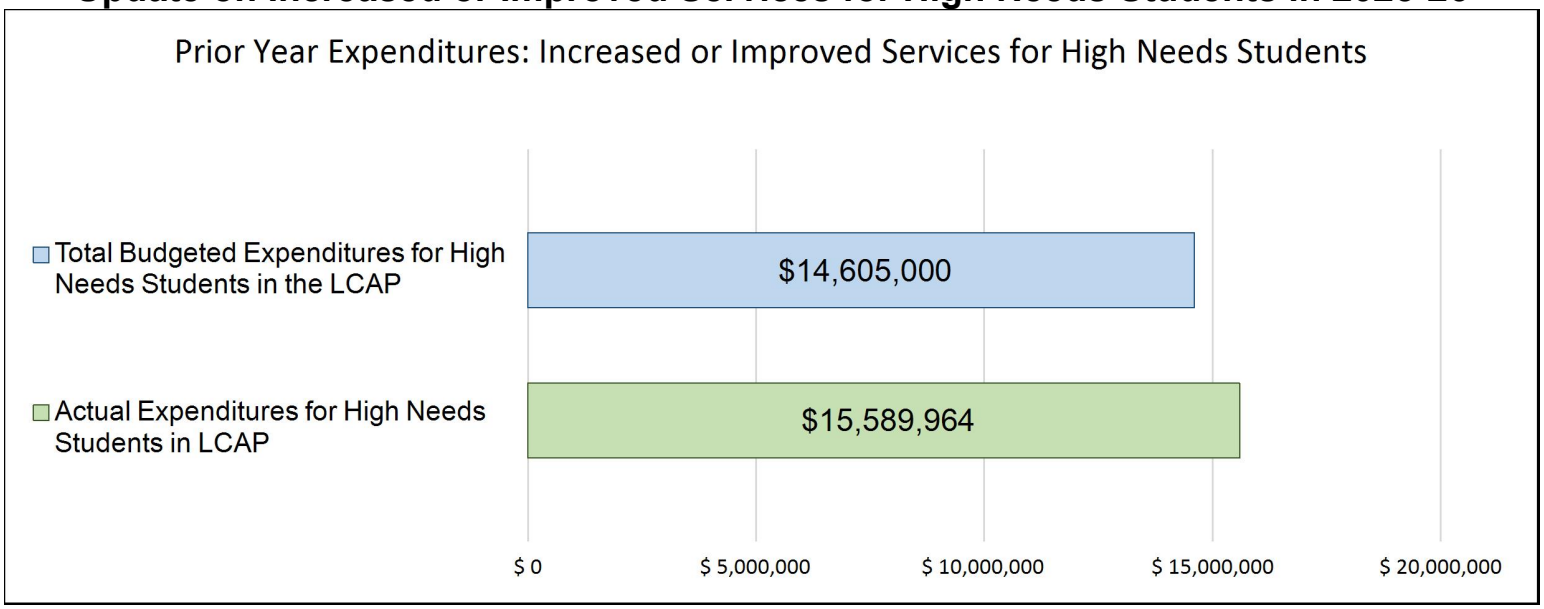
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, William S. Hart Union High School District is projecting it will receive $18,057,068.00 based on the enrollment of foster youth, English learner, and low-income students. William S. Hart Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. William S. Hart Union High School District plans to spend $18,057,068.00 towards meeting this requirement, as described in the LCAP.

The District has budgeted the same amount of expenditures for high needs students in the 2026-27 LCAP as the amount of anticipated LCFF supplemental funding. There is no difference between the projected revenue and the budgeted expenditures.

LCFF Budget Overview for Parents

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



This chart compares what William S. Hart 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 William S. Hart 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, William S. Hart Union High School District's LCAP budgeted $14,605,000.00 for planned actions to increase or improve services for high needs students. William S. Hart Union High School District actually spent $15,589,964.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $ had the following impact on William S. Hart Union High School District's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is higher than the originally budgeted expenditures. Our high needs students received increased services through additional math support, extended multi-tiered support interventions, innovative supplemental curriculum programs to increase student achievement, and increased opportunities for credit recovery and meeting the A-G college requirements.

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
William S. Hart Union High School District	Jan Daisher Director of Special Programs	jdaisher@hartdistrict.org 661-259-0033

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 William S. Hart Union High School District is located in the City of Santa Clarita in the northern part of Los Angeles County. The Hart District serves approximately 20,500 students annually in grades 7 through 12 within six comprehensive junior high schools (grades 7-8: Arroyo Seco, La Mesa, Placerita, Rancho Pico, Rio Norte, and Sierra Vista), seven comprehensive high schools (grades 9-12: Canyon, Castaic, Golden Valley, Hart, Saugus, Valencia, and West Ranch), one continuation high school (Bowman), one middle college high school (Academy of the Canyons), and one independent study program (Learning Post Academy). The District also provides community education courses and various work-based learning programs through one adult school (Golden Oak), and continued learning for students with severe needs between the ages of 18-22 through one transitional learning program (TLC - Transitional Learning Center). The District oversees three independent charter schools, which are required to create their own LCAPs, and are not supported through Hart District funds.

Santa Clarita includes the communities of Newhall, Valencia, Canyon Country, and Saugus officially located within the City boundaries. The Hart District also educates and serves students and families living in the surrounding unincorporated communities of Stevenson Ranch and Castaic. Since its incorporation in 1987, the City of Santa Clarita has diversified and grown significantly over the years to increase its population to over 213,000 residents in 2020. The District's student population is 45% Hispanic, 32% White, 14% Asian, 4% African American, and 5% two or more races. 30% of our students are from low income families, 5% are English Learners, 15% are students with disabilities, 5% are experiencing homelessness, and 0.2% are foster youth.

Seven of the District's 16 schools receive Title I funds to support schoolwide programs for assisting their socioeconomically disadvantaged populations, including: Bowman, Canyon, Golden Valley, Hart, La Mesa, Placerita, and Sierra Vista. The District annually applies for and receives Title I, Title II, Title III, and Title IV federal funding which are described in the Federal Addendum, as well as State funds through various annual grants available. The Departments of Special Programs and College & Career Readiness continue to apply annually for additional supplemental grants to fund special projects and improve services for all students on all school sites.

With an annual graduation rate of 96.8% in 2025, more than 75% of Hart District graduates go on to post-secondary education in a four-year college or university or a two-year community college, and another 15% enroll in career technical programs. Students districtwide receive millions of dollars in academic scholarships each year from colleges and universities throughout the country. Through a robust College and Career Readiness program, students in all schools are able to take career pathway courses, dual and concurrent college classes, and extended day learning opportunities. Students in all grade levels, with the guidance of academic and career counselors, use an online college / career support program to explore personal learning styles, strengths, and interests in order to identify potential career paths and relevant post-secondary educational opportunities to meet their career goals. The Career Technical Education (CTE) program provides students with hands-on laboratory and studio experience using industry-standard equipment and college-aligned curriculum through 19 different pathways.

Academically, the Hart District has embraced the State Standards since the initial implementation in 2013, the Next Generation Science Standards since 2016, and the California History / Social Science Framework since 2018. English Learners are integrated in all general education courses with designated language support throughout the school day. Newcomer immigrant students are given primary language support through bilingual assistance and personalized schedules to help them develop English proficiency in a structured immersion program. Students with disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least restrictive environment possible.

Our Continuation High School, (Jereann Bowman HS) has been recognized by the California Department of Education (CDE) as a Model Continuation High School every year since 1999, a remarkable accomplishment 28 years in a row. In 2026, six of our schools were recognized by the CDE as California Distinguished Schools (Academy of the Canyons, Canyon High School, Castaic High School, Saugus High School, West Ranch High School, and La Mesa Junior High School). Additionally, Arroyo Seco Junior High School was recognized with a Blue Ribbon award. And seven high school seniors from the Hart District were named National Merit Scholarship Finalists in this nationwide program.

Each school provides professional development for their staff according to their annual PD plan, supporting goals, and individual action steps. Each school has developed a plan for providing a multi-tiered system of support focusing on best first instruction to reach all learners in diverse classrooms daily. New teachers are supported by the Hart Induction Program through the Center for Educator Preparation and Assistance (CEPA) using the updated 2024 California Standards for the Teaching Profession. Consulting teachers guide and support their colleagues through developing an Individual Learning Plan (ILP), implementing intentional teaching strategies, collecting student performance data, and revising instruction as necessary to address the unique needs of English Learners, students with disabilities, students from low income families, those experiencing homelessness, and foster youth. Administrative candidates are also supported through CEPA to clear their administrative services credential through the development of an Individual Induction Plan (IIP) using the California Professional Standards for Education Leaders.

A focus on wellness has allowed staff to address social-emotional needs through a deliberate focus on the effects of stress and anxiety, resilience, mindfulness, self-care, healthy relationships, and trauma-informed practices. Student wellness centers on all campuses provide safe, confidential places for students to seek support as needed throughout the school day. The Santa Clarita community and our WiSH Education Foundation have provided an abundance of support through annual donations to make these centers truly special for our schools, students, and staff. Social Workers, wellness coordinators, and counselors provide training and resources on how to manage stress, handle emotions, communicate effectively, build resiliency skills, solve problems, and support mental health issues. They also manage caseloads of all our students experiencing homelessness and foster youth to provide basic supplies and critical services for our most fragile learners and their families.

Equity has become a high priority working to understand and address issues of access and equity for all students. Administrative academy sessions and administrative council meetings have provided hours of focused study and discussion on equity, inclusion, access, opportunity, and privilege. The District's Strategic Plan was written with equity as a focus in all initiative areas, and many follow-up actions and services revolve around removing educational, personal, financial, linguistic, cultural, and social-emotional barriers for students. Professional development initiatives support this work in order to move the District forward addressing current issues and providing access to all programs and a rigorous education for all students regardless of personal circumstance. The District's ultimate goal is to ensure that every student is opportunity ready when they graduate from high school.

One school, Bowman High School, will receive Equity Multiplier funding for the first time in 2026-27. The LEA and school leaders from Bowman engaged with educational partners for that school site to identify the lowest performing student groups, develop the required focus goal, and select metrics and evidence-based actions and strategies to improve student performance. All of this is described in further sections of the LCAP as required.

Reflections: Annual Performance

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

PART 1: Reflection on annual performance based on Dashboard data:

On the 2025 California Dashboard, the Hart District improved in some areas, declined in some, and maintained the same performance levels in some others as well.

English (ELA) CAASPP Performance (Grades 7, 8, and 11) = Overall Green, Scored 47.4 points above standard, Increased +7.7 points from last year.

Our District average score was above standard; and all but two groups of students showed an increase in performance scores. The scores of Foster Youth increased by +41.1 points, English Learners increased by +16.1 points, Homeless increased by +10.8 points, Low Income increased by +10.5 points, Students with Disabilities increased by +4.8 points, and Long-Term English Learners increased by +3.1 points. The only groups that declined included students Two or More Races by -7.4 points, and African American students by -6.1 points. A focus on

literacy across all content areas will continue to be a high priority so that all students build and increase their reading, writing, listening, and speaking skills.

Math CAASPP Performance (Grades 7, 8, and 11) = Overall Green, Scored 7.3 points below standard, Increased +11.1 points from last year.

Our District average score in Math is still below standard, but improved from the previous year, including all but two groups of students showing an increase in performance scores. The scores of our English Learners increased by +19.6 points, Low Income increased by +12.7 points, and Homeless increased by +4.3 points. Student groups that are farthest away from standard include Students with Disabilities (-124.7 points) and Long-Term English Learners (-138.9 points). Because our District's score overall is still below standard, and we have those two significant subgroups of students scoring "Very Low", our priority remains focusing on increasing students' math skills to continue to develop students' numeracy skills, mathematics computation, problem solving, reasoning, and the application of mathematical concepts.

English Learner Progress (Grades 7-12) = Overall Yellow, 50.9% of English Learners made progress towards English language proficiency, Declined -1.3% from last year.

This is also an area of continued growth and focus. Our English Learners continue to make progress towards achieving English proficiency at the same time as learning academic content. Long Term English Learners (LTEL) improved with 55.9% of LTELs making progress. Through the intentional efforts of all our teachers in our ELD department and EL Coordinators, our EL students are provided with an extensive array of services to remove barriers to education.

College Career Readiness (Grade 12) = Overall Green, 56.7% of students "prepared", Increased +0.1% from last year.

This College / Career Readiness score increased slightly from the previous year overall with several groups showing an increase as well. English Learners, Long-Term English Learners, Foster Youth, and Homeless students all increased their College / Career Readiness indicators. Only two groups, African American and Asian students declined slightly by -3.8% and -3.5%. There are a number of factors that make up this CCR Indicator, giving us a variety of focus areas for improvement through our District's Strategic Plan. We know that students will show higher levels of readiness as we implement strategies and activities to increase the number who improve their performance in both English and math, meet the college A-G requirements upon graduation, enroll in and complete CTE pathways, take AP courses, and pass Advanced Placement exams.

Chronic Absenteeism (Grades 7-8) = Overall Orange, 11.5% chronically absent more than 10 percent of instructional days, Declined slightly by -0.1% from last year.

Our Chronic Absenteeism rate remained about the same since last year with just a slight decline. It is important to note that this Dashboard data only refers to grades 7 and 8, which is just 1/3 of our total student enrollment. We had a mixture of student groups that improved their attendance rates along with some that declined. Homeless Youth, Low Income, and Hispanic students all improved their attendance rates. English Learners, Long-Term English Learners, Students with Disabilities, African American, Filipino, White, and students of Two or More Races declined. Absenteeism is often caused by a wide variety of personal, social-emotional, and environmental factors. We will continue to identify the reason for absences, address the underlying causes, provide support in all academic, behavioral, and social-emotional areas,

and re-engage students in a positive school climate to support their individual goals. Feeling connected to school with trusting relationships in programs to meet their personal interests and goals is the key to making students feel valued in a place where they belong and have a true sense of purpose.

Graduation Rate (Grade 12) = Overall Blue, 96.8% graduated, Increased by +1.2% from last year.

The overall graduation rate is very high, and we are proud to see that it increased by almost another percentage point from last year. We believe that our continued focus on supporting students in a multi-tiered support through academics, behavior, and social-emotional ways provides individualized support to help all our students graduate to pursue post-secondary options. Actions and services are built into the LCAP plan to provide a well-rounded, comprehensive system of support for students to graduate within their 4-year cohort and appear to be working. This has become a District priority with our strategic plan motto of ensuring that all students are "opportunity ready" upon graduation.

Suspension Rate (Grades 7-12) = Green, 2.5% suspended at least one day, Decreased by -0.3% from last year.

Our overall Suspension Rate District-wide is extremely low as a result of school site implementation of "other means of correction" and "restorative practices" to keep students in school, learning and growing, as much as possible. However, Foster Youth have a significantly higher rate to be addressed (14.1%). Relationship-building is critical so that students feel they have trusted adults and peers to talk to when problems arise. Social-emotional supports can teach students problem-solving skills, self-regulation, conflict resolution, and empathy towards others. Staff training also promotes positive behavior, helps implements restorative practices, creates a genuinely inclusive environment, and addresses behavior issues proactively.

PART 2: Identify Actions within the LCAP to address "Red" indicators from the 2023 baseline year:

2023 Dashboard "RED" Indicators are the baseline for this 2024-27 three-year plan.
Listed below are the 2023 Reds at the District level with Actions in the LCAP to address these areas:

English ELA: Students with Disabilities / 1.6, 2.1, 2.2, 2.6
Suspension Rate: English Learners, Foster Youth / 1.4, 2.1, 4.1, 4.3, 4.4
College / Career Readiness: English Learners, Foster Youth / 1.4, 3.3, 3.4, 4.1
Chronic Absenteeism: Low Income students / 1.4, 2.1, 4.1, 4.3, 4.5

2023 Dashboard "RED" Indicators are the baseline for this 2024-27 three-year plan.
Listed below are the 2023 Reds at the School level with Actions in the LCAP to address these areas:

English ELA:

- Students with Disabilities (Arroyo Seco, Canyon, Castaic, Golden Valley, La Mesa, Placerita, Valencia)

- English Learners (Canyon, Golden Valley, Hart)
- Hispanic (Bowman)

Actions in the LCAP to address increasing English performance for these groups of students include: 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8

Math:
- Students with Disabilities (Golden Valley, La Mesa, Valencia)
- English Learners (Sierra Vista)
- Hispanic and Overall Math Performance (Bowman)

Actions in the LCAP to address increasing Math performance for these groups of students include: 1.2, 2.1, 2.2, 2.8

Graduation Rate:
- Students with Disabilities (Valencia)
- Overall Rate, Low Income, and Hispanic Students (Bowman)

Actions in the LCAP to address increasing the Graduation Rate for these groups of students include: 1.2, 1.4, 2.1, 4.1

College / Career Readiness:
- Overall Rate (Bowman)
- English Learners (Bowman, Canyon, Hart)
- Students with Disabilities (Bowman, Canyon, Golden Valley)
- Low Income (Bowman)
- Homeless (Bowman)
- Hispanic (Bowman)
- White (Bowman)

Actions in the LCAP to address increasing College & Career Readiness for these groups of students include: 1.4, 3.3, 3.4, 4.1

Suspension Rate:
- Students with Disabilities (Golden Valley, La Mesa, Sierra Vista, West Ranch)
- English Learners (Castaic, La Mesa, Sierra Vista, Hart)
- Low Income (La Mesa, Sierra Vista)
- Homeless (Castaic, La Mesa, Sierra Vista)
- Hispanic (La Mesa, Sierra Vista)

- African American (Golden Valley)
- White (Bowman)

Actions in the LCAP to address decreasing the Suspension Rate for these groups of students include: 1.4, 2.1, 4.1, 4.3, 4.4

Chronic Absenteeism:
- Overall Rate (La Mesa, Learning Post, Sierra Vista)
- Student with Disabilities (La Mesa, Sierra Vista)
- English Learners (La Mesa, Sierra Vista)
- Low Income (Arroyo Seco, La Mesa, Sierra Vista)
- Homeless (La Mesa, Sierra Vista)
- Hispanic (La Mesa, Sierra Vista)
- White (La Mesa, Sierra Vista)

Actions in the LCAP to address decreasing Chronic Absenteeism for these groups of students include: 1.4, 2.1, 4.1, 4.3, 4.5

PART 3 = Learning Recovery Emergency Block Grant:

As of June 30, 2026, the William S. Hart Union High School District has expended all funds from the Learning Recovery Emergency Block Grant. There are no 2025-26 carry-over LREBG funds. Any new LREBG funds received in 2026-27 will be used to continue to support Action 4.8 as written in this Plan.

Reflections: Technical Assistance

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

The William S. Hart Union High School Distance is eligible for technical assistance ("Differentiated Assistance") based on the 2024 and 2025 California Dashboard for the following student groups and indicators:
- 2024 = Long Term English Learners: CAASPP ELA and CAASPP Math performance scores, and College & Career Readiness

Foster Youth: College & Career Readiness, and Suspension Rate
- 2025 = Students with Disabilities: CAASPP ELA and CAASPP Math performance scores, and Chronic Absenteeism

District leaders have been working with the Los Angeles County Office of Education for three years through Differentiated Assistance to identify underlying causes, possible solutions, and available resources to support the needs of these students and show continuous improvement in these areas. Through in-person and online meetings, District leaders have met with LACOE officials to review the District's Dashboard data, identify strengths and weaknesses, explain actions included in the LCAP to address student achievement gaps, and prioritize our work. In 2024, six members of our District leadership team participated in the "Differentiated Assistance Convening" conference. Ten members attended the conference in both 2025 and 2026 to help identify best practices, apply strategies and tools to improve student

outcomes, and engage with LACOE leaders in the process of ongoing improvement.

To address the academic needs of Long Term English Learners, we recognize that our LTELs are not achieving in English proficiency and math performance at the same rate as our District average. In the LCAP, we are providing additional services for LTEL students through a district-wide professional development focus on Literacy (LCAP Goal #2, Action 2.6) with very specific teaching strategies for reaching diverse learners in integrated classrooms, and increasing teacher collaboration time to develop, refine, and improve literacy strategies, the amount of reading in classes, and writing practice in multiple content areas. Through the targeted support of push-in math teachers (LCAP Goal #1, Action 1.2), we are providing small group instruction, and in-class station-rotation sections with multiple teachers in one classroom. Math and English teachers will use the supplemental skill development online IXL program for the second year in a row (LCAP Goal #2, Action 2.2) to provide additional support, remediation, and skills practice in both ELA and Math. EL teachers will use the supplemental English language development program "Achieve 3000" (LCAP Goal #2, Action 2.2) in all designated language support classes for EL students (including LTELs). And MTSS academic support (LCAP Goal #2, Action 2.1) will be provided in both tier 1 "best first instruction" and tier 2 "targeted intervention" for LTEL students who are underperforming, and not achieving English proficiency or grade level performance. As a new strategy, the District is using Program Specialists (LCAP Goal #2, New Action 2.8) in core content areas, including Literacy, to target underperforming students (especially Long-Term English Learners and Students with Disabilities) and provide intentional Tier 3 support to identify learning gaps and build remedial skills.

Secondly, both our LTELs and Foster Youth have lower college and career readiness indicators district-wide. However, both of these student groups improved their CCR rate over the last year. Since the CCR score is a combination of multiple academic performance factors, we are enhancing our multi-tiered system of support (LCAP Goal #2, Action 2.1) to determine the areas needed to increase their ability to be prepared for college and career opportunities after graduation. Some students need help meeting the A-G college requirements (LCAP Goal #3, Action 3.4). Some need to focus on credit recovery (also LCAP Goal #3, Action 3.4). Others need to complete CTE pathways (LCAP Goal #3, Action 3.3). The majority of LTELs also need to improve their ELA and Math CAASPP scores (LCAP Goal #2, Action 2.3) with support from their designated language support class and Achieve teachers. We are using professional development and strategic collaboration (LCAP Goal #2, Action 2.6) to improve our designated language support class structure, content, curriculum and practices to address all four English Language Development domains (reading, writing, speaking, and listening). All of these combined have a positive effect on the CCR indicator.

To decrease the suspension rate for Foster Youth, we are increasing out MTSS efforts and tier 1 / tier 2 support (LCAP Goal #2, Action 2.1), providing additional school counselors (LCAP Goal #1, Action 1.4), and providing two school social workers with all Foster Youth on their individual caseloads (LCAP Goal #4, Action 4.1) to identify social-emotional needs, meet with more students individually, increase parent / family engagement, and provide the support they need to reduce disciplinary behavior.

To increase academic achievement for our Students with Disabilities, we are rewriting our Learning Strategies and Basic course curricula to increase students' executive functioning skills and intentionally practice and develop better reading, writing, speaking, and listening skills (LCAP Goal #2, Action 2.6). This improved academic focus will provide students with more targeted Tier 2 and 3 support during the school day, aligning our work among all support classes across the district. We are increasing the number of co-taught classes, providing professional training for both general education teachers and education specialists to increase grade level access for as many Students with Disabilities as appropriate per their Individual Educational Plan. We are also utilizing Program Specialists (LCAP Goal #2, Action 2.8) train

teachers on how to analyze and use student performance data, improve Tier 1 best instruction, focus on literacy, utilize math-talks and highly effective student engagement strategies in math classes, and increase the effective use of formative assessments to provide just-in-time support for students during classroom instructional time.

To address chronic absenteeism among Students with Disabilities, we are increasing our multi-tiered system of support (LCAP Goal #2, Action 2.1) through school social workers, counselors, and administrators direct contact with families, paying attention to attendance patterns, calling home and holding Student Study Team meetings with families, sending out Attendance letters by mail, making home visits, and increasing our district-wide "Be Present at School" attendance campaign through parent / family engagement efforts (LCAP Goal #4, Action 4.7). We have also increased our Educational Choices program opportunities for students with unique needs and barriers to attending class in person on comprehensive campuses (LCAP Goal #3, Action 3.4). Through new independent study options and hybrid programs, students with chronic absenteeism can still be supported with direct instruction from teachers in multiple alternative settings.

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.

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through the following LCAP Input Meetings: • District English Learners Advisory Committee - February 5 and May 14, 2026 • Educational Services Meetings - February 17 and March 16, 2026 • Educational Partners Community Input Meetings - February 12 and February 26, 2026 • District Advisory Council - February 24, 2026 • Bowman School Site Council Meetings - April 28, 2026 regarding Equity Multiplier funds • Bowman Monthly PLC Meetings At these LCAP Input Meetings, teachers were presented with student performance data from the 2025 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for significant student groups including English Learners, low income and homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement (especially in English and Math), improving attendance, increasing college and career readiness, improving school culture and safety, and increasing

Educational Partner(s)	Process for Engagement
	and improving services for unduplicated pupils. Table groups also discussed the 5 categories of allowable uses of LREBG funding and prioritized student needs and programs for LREBG expenditures. Teachers provided input at their school site staff meetings, department meetings, PLC team meetings, and leadership team meetings when evaluating student performance data, and developing action plans according to student needs. Teachers provided input through school surveys related to school culture and climate, safety, connectedness, engagement in decision-making, and the best way to effectively meet student needs and improve programs. Teachers provided input and feedback through an online district survey on the needs of unduplicated student groups (English Learners, Low Income, Homeless, and Foster Youth) as well as Students with Disabilities. They also provided input on effective ways to improve student attendance, and focus on increasing literacy and math skills as district priority areas. Teachers at Bowman participated in School Site Council (SSC) meetings as well as monthly Professional Learning Communities and Teams meetings (PLCs and PLTs) to review their school's student performance data on the 2025 Dashboard, and discuss areas of need and growth. Teachers identified student groups that have the lowest performance scores, metrics to monitor student progress, and goals to create for 2026-27 in order to provide intentional support to increase student achievement. In order to develop the Equity Multiplier focus goal, Teachers met as a staff, led by the Principal, to identify their students' highest areas of need and the most effective actions and services to provide in order to increase student success.
Principals	Principals were engaged through the following LCAP Input Meetings: • Administrative Council Meetings - February 11 and March 11, 2026

Educational Partner(s)	Process for Engagement
	• Educational Partners Community Input Meetings - February 12 and February 26, 2026 At these LCAP Input Meetings, principals were presented with student performance data from the 2025 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for significant student groups including English Learners, low income and homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement (especially in English and Math), improving attendance, increasing college and career readiness, improving school culture and safety, and increasing and improving services for unduplicated pupils. Principals led their school site staff meetings, solicited input through department meetings, PLC team meetings, and leadership team meetings, met with parents, and evaluated student performance data to develop action plans to meet student needs. Principals provided feedback and input at the district level through Administrative Council meetings comparing student data, prioritizing student needs, and measuring the effectiveness of actions, services, and programs. The Principal at Bowman led the School Site Council work with all educational partners, and site PLC work with teachers, to review the school's student performance data on the 2025 Dashboard, and discuss areas of need and growth. Together, they identified student groups that have the lowest performance scores, metrics to monitor student progress, and goals to create for 2026-27 in order to provide intentional support to increase student achievement. In order to develop the Equity Multiplier focus goal, the Bowman Principal worked with all staff to identify their students' highest areas of need and the most effective actions and services to provide in order to increase student success.

Educational Partner(s)	Process for Engagement
Administrators	Administrators were engaged through the following LCAP Input Meetings: • District English Learners Advisory Committee - February 5 and May 14, 2026 • Administrative Council - February 11 and March 11, 2026 • Educational Partners Community Input Meetings - February 12 and February 26, 2026 • Administrative Academy - April 20, 2026 At these LCAP Input Meetings, administrators were presented with student performance data from the 2025 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for significant student groups including English Learners, low income and homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement (especially in English and Math), improving attendance, increasing college and career readiness, improving school culture and safety, and increasing and improving services for unduplicated pupils. Administrators were engaged in their school site staff meetings, department meetings, PLC team meetings, and leadership team meetings, to evaluate student performance data to help develop action plans to meet student needs. Administrators provided feedback and input at the district level through Administrative Council and Administrative Academy meetings comparing student data, prioritizing student needs, measuring the effectiveness of actions, services, and programs, and providing input from school planning discussions. The Assistant Principal at Bowman participated in the SSC meetings with all educational partners to review the school's student performance data on the 2025 Dashboard, and discussed areas of need and growth. Together, they identified student groups that have the lowest performance scores, metrics to monitor student progress,

Educational Partner(s)	Process for Engagement
	and goals to create for 2026-27 in order to provide intentional support to increase student achievement. The Assistant Principal also participated in staff meetings focused on developing the Equity Multiplier goal, identifying their students' highest areas of needs, and selecting the most effective actions and services to provide in order to increase student success.
Other School Personnel	Other School Personnel were engaged through the following LCAP Input Meetings: • District English Learners Advisory Committee - February 5 and May 14, 2026 • Educational Partners Community Input Meetings - February 12 and February 26, 2026 • District Advisory Council - February 24, 2026 At these LCAP Input Meetings, other school personnel were presented with student performance data from the 2025 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for significant student groups including English Learners, low income and homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement (especially in English and Math), improving attendance, increasing college and career readiness, improving school culture and safety, and increasing and improving services for unduplicated pupils. Other school personnel provided input and feedback through an online district survey on the needs of unduplicated student groups (English Learners, Low Income, Homeless, and Foster Youth) as well as Students with Disabilities. They also provided input on effective ways to improve student attendance, increase literacy and math skills, and prioritize the LREBG spending plan areas. Other school personnel at Bowman participated in the SSC meetings to review the school's student performance data on the 2025 Dashboard, and discussed areas of need and growth. Together, they

Educational Partner(s)	Process for Engagement
	identified student groups that have the lowest performance scores, metrics to monitor student progress, and goals to create for 2026-27 in order to provide intentional support to increase student achievement. In order to develop the Equity Multiplier focus goal, other school personnel met in collaborative staff meetings, led by the Principal, to identify students' highest areas of need and the most effective actions and services to provide in order to increase student success.
Local Bargaining Units (HDTA and CSEA)	Local Bargaining Units, Hart District Teachers Association (HDTA) and California School Employees Association (CSEA) representatives were engaged through the following LCAP Input Meetings: • Educational Partners Community Input Meetings - February 12 and February 26, 2026 • School Site Faculty Meetings and Leadership Team Meetings (various dates) At these LCAP Input Meetings, representatives from our local bargaining units (HDTA and CSEA) staff members were presented with student performance data from the 2025 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for significant student groups including English Learners, low income and homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement (especially in English and Math), improving attendance, increasing college and career readiness, improving school culture and safety, and increasing and improving services for unduplicated pupils. Representatives from both units provided input and feedback through an online district survey on the needs of unduplicated student groups (English Learners, Low Income, Homeless, and Foster Youth) as well as Students with Disabilities. They also provided input on effective ways to improve student attendance, and focus on increasing literacy and math skills as district priority areas.

Educational Partner(s)	Process for Engagement
	Bowman's HDTA and CSEA representatives participated in the staff meetings, led by Bowman's Principal, to develop the Equity Multiplier focus goal. Together, they identified their students' highest areas of need and the most effective actions and services to provide in order to increase student success.
Parents / Parent Advisory Committee	Parents were engaged through the following LCAP Input Meetings: • District Parent Communications Council - February 24, 2026 • District English Learners Advisory Committee - February 5 and May 14, 2026 • Educational Partners Community Input Meetings - February 12 and February 26, 2026 At these LCAP Input Meetings, parents were presented with student performance data from the 2025 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for significant student groups including English Learners, low income and homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement (especially in English and Math), improving attendance, increasing college and career readiness, improving school culture and safety, and increasing and improving services for unduplicated pupils. Parents provided input and feedback through an online district survey on the needs of unduplicated student groups (English Learners, Low Income, Homeless, and Foster Youth) as well as Students with Disabilities. They also provided input on effective ways to improve student attendance, and focus on increasing literacy and math skills as district priority areas. Parents at Bowman participated in SSC meetings to review their school's student performance data on the 2025 Dashboard, and discussed areas of need and growth. Together, they identified student groups that have the lowest performance scores, metrics to monitor student progress, and goals to create for 2026-27 in order to provide

Educational Partner(s)	Process for Engagement
	intentional support to increase student achievement. Their feedback and input was used to develop the Equity Multiplier goal and action steps. Parents consistently provided input to support the overwhelming value of counseling services as foundational to their students' growth and success. They also listed transportation as one of the highest needs in order to remove barriers to their students' education.
Students	Students were engaged through the following LCAP Input Meetings: • Student Communications Council - February 9, 2026 • ASB School Site Meetings (various dates) At these LCAP Input Meetings, students were presented with student performance data from the 2025 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, as well as for significant student groups including English Learners, low income and homeless students, foster youth, and students with disabilities. Table groups discussed priority actions to continue, and listed new ideas for improving student academic achievement (especially in English and Math), improving attendance, increasing college and career readiness, improving school culture and safety, and increasing and improving services for unduplicated pupils. Students provided feedback and input through their Student Government (ASB) classes, as well as through an online district survey, on the needs of unduplicated student groups (English Learners, Low Income, Homeless, and Foster Youth). They also provided input on effective ways to improve student attendance, and focus on increasing literacy and math skills as district priority areas. Students at Bowman participated in SSC meetings to review their school's student performance data on the 2025 Dashboard, and discussed areas of need and growth. Together they identified student groups that have the lowest performance scores, metrics to monitor student progress, and goals to create for 2026-27 in order to provide intentional support to increase student achievement. Their feedback

Educational Partner(s)	Process for Engagement
	and input was used in additional staff meetings to develop the Equity Multiplier goal and action steps. They consistently provided input to support their reliance on counseling services as foundational to their growth and success, as well as listing transportation as their highest need in order to remove barriers to their education.
District English Learners Advisory Committee (DELAC)	Parents of English Learners were engaged through the EL Parent Advisory Committee (DELAC) meetings: • DELAC Meetings - February 5 and May 14, 2026 At these LCAP Input Meetings, parents of English Learner students were presented with student performance data from the 2025 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, and in particular those for English Learners. Table groups discussed priority actions to continue for EL students, and made recommendations for improving student academic achievement, increasing college and career readiness, and increasing and improving services for English Learners.
Special Education Local Plan Area (SELPA)	Special Education Local Plan Area (SELPA) members were engaged through the following LCAP Input Meetings: • Administrative Council Meetings - February 11 and March 11, 2026 • Educational Partners Community Input Meetings - February 12 and February 26, 2026 • SELPA Meeting - April 30, 2026 At these LCAP Input Meetings, members of the SELPA were presented with student performance data from the 2025 California Dashboard results. Successes and areas of growth were identified. Data was shown on the current LCAP actions and services provided for all schools, and in particular those targeted for students with disabilities. Members discussed priority actions to continue, and made recommendations for improving student academic achievement, improving attendance, increasing college and career readiness, and improving behavior particularly for students with disabilities through

Educational Partner(s)	Process for Engagement
	LEA-wide and school-wide actions and services reflected in the LCAP.

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

After looking at the 2025 California Dashboard data, we identified areas of growth, and areas of focus for improvement. Our educational partners noted that both our CAASPP ELA and Math scores improved, allowing us to maintain our focus on improving literacy and math skills as a District-wide priority at all our schools for continued growth.

Since the average district-wide math scores remain below standard, the choice to continue providing intentional additional math support (Action Goal 1.2) for our most critical foundational math courses remains an important action. Especially in math, our unduplicated pupils continue to score below the district average (English Learners, Long Term English Learners, Homeless Youth, and Low Income students). In addition, we noted that both Long Term English Learners and Students with Disabilities received a Red score on the Dashboard for their continued lack of improved performance scores. All of this indicates that our unduplicated pupils especially need more support during class time within the regular school day to increase their skills and math achievement. Since this action was new in 2024-25, we will maintain this services another year to review student data to evaluate how effective this support is in improving student's basic math skills.

Secondly, our educational partners recognize that literacy across all content areas is still one of the most important skills to increase for all students. From our educational partner input meetings, we noted that students struggle most in both reading comprehension and writing skills. This input supports our decision to strengthen our district-wide focus on "best first instruction" and continue to improve the multi-tiered systems of support (MTSS) model of "tier 1" and "tier 2" support within the classroom (Action Goal 2.1). Our English Learners, Long Term English Learners, Homeless Youth, Low Income students, and Students with Disabilities all improved in their 2025 CAASPP ELA scores. From this data, we have enhanced our district-wide focus on literacy to specifically focus on the academic vocabulary of each content area. We are continuing our focus on the intentional training (Action Goal 2.6) of literacy strategies in all content areas, and providing all content teachers with supplemental literacy programs to evaluate students' reading levels and support the development of literacy skills (Action Goal 2.2).

Our educational partners continue to report that the single-most requested and necessary action and service we can provide for our English Learners are Bilingual Instructional Assistants (BIAs) in the classroom throughout our EL students' entire school day to provide help, support, and assistance with comprehension of the English language and increasing their English proficiency daily. This influenced Action Goal 2.5 to ensure that we have a sufficient number of BIAs on school sites with Newcomer English Learners who need the highest level of support daily. Our students develop trusting educational relationships with adults who understand their struggles and have language skills to bridge the gap for our English Learners. In turn, these professionals empower our EL students to advocate for themselves, take risks, develop confidence, and celebrate incremental growth in their individual educational journeys through successful language acquisition.

Our teachers, principals, and administrators report that their focused professional development, strategic collaboration time, and Professional Learning Teams (PLTs) have been critical for learning how to use student performance data in order to improve instruction and increase

student achievement. This input influenced Action Goal 2.6 to increase professional development and collaboration time for our school staff to analyze student data, discover root causes of low performance, and revise instruction accordingly in all subject areas. These "Strategic Site Hours" align with the work of Action Goal 2.1 within our multi-tiered system of support to refine and improve best first instruction within the classroom. We recognize that additional collaboration time is necessary for teachers to have true professional learning community discussions centered around student learning and to provide the necessary interventions and supports as a result.

While our District's College and Career Indicator is relatively high, several student groups (EL, LTEL, FY, HL, LI, SWD) have a CCI percentage below the District average. This directly influenced Action Goal 3.4 to improve our students' A through G college eligibility rate, and their level of college and career readiness. While we are very proud to see that four of those six groups improved their percentage last year, we are maintaining a focus on pushing more students towards a higher rate of college and career readiness. We will continue improving our credit recovery programs for students who have previously failed classes, and increasing our Tier 3 support opportunities through new additional "Educational Choices" programs, supporting our District motto "Every Student Opportunity Ready."

When examining our growing number of students from low income families and those experiencing homelessness, our educational partners agree that some of the most important actions and services we continue to provide for Low Income and Homeless students is through the case management and personal attention from school social workers and counselors. This influenced the continuation of Action Goal 1.4 and Action Goal 4.1 supporting these staff members who serve critical roles in connecting our LI and HL students with essential resources at school and in the community. They play an extremely important role in removing financial barriers for these students, providing equitable access to all school programs and college courses, and giving students social-emotional support and a sense of belonging.

The suspension rate of many of our student groups remains higher than the district average. Through Action Goal 2.1, we are increasing our MTSS efforts (through school site MTSS teams) to ensure that ELs, LTELs, FY, HL, LI, and SWD all have several trusted adults on campus to support them personally according to their unique individual needs. The goal is that the support provided by these staff members and student services also reduces emotional burdens that students carry daily, and helps them focus on achieving personal goals and academic success. With intentional support, we will monitor these students' academic, behavioral, and social-emotional needs, and provide individualized tier 2 and tier 3 interventions and supports as needed.

The Equity Multiplier Goal and supportive actions and strategies was developed by the educational partners at Bowman High School. Through School Site Council and Professional Learning Community meetings, these teams identified the lowest performance groups of students, discussed possible root causes, and identified actions and strategies to support the focus goal. Metrics to monitor student performance were selected. Professional Learning Teams will meet monthly to review and measure student growth. Educational partners recognize that Bowman students have not been successful at traditional comprehensive settings for a variety of reasons unique to each student; therefore, they have elected to transfer to Bowman as an alternative setting in a model continuation high school. Many Bowman students have challenges that require extensive social-emotional support as well as increased academic support and skill development. Increasing staffing with extra counselors is vital to provide the multi-tiered / multi-domain system of support for each individual student to graduate and succeed. Additionally, each of their students has unique challenges and barriers to education including basic transportation needs preventing students from getting to and from school each day since they live in all residency areas of the community. This has become one of their biggest hurdles to attendance and personal success. Many public transportation routes do not work for Bowman

students who have to take multiple routes for hours a day and do not always line up with Bowman's bell schedule with both the morning and afternoon programs. Therefore, creative transportation issues are a high priority to remove individual barriers.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students have access to highly qualified teachers, school site guidance counselors, State standards aligned textbooks and materials, safe and uncrowded classrooms, and school facilities in good repair.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Equity and access for all students is the highest priority. All students need and deserve access to a rigorous, challenging education, co-curricular programs, well-maintained schools, highly qualified teachers, dedicated guidance counselors, updated standards-based curriculum, current technology, and individualized support. Ensuring equity for all students addresses the fact that not all students learn in the same ways, or at the same time, and many have individualized needs compared with their peers. This goal addresses those issues and provides optimal conditions for learning for all students, ensures access with appropriate supports, regardless of family income, neighborhood of residency, or language proficiency.

We are continuing with this goal to ensure that all our students have access to a rigorous, well-rounded education regardless of individual differences and circumstances. Our educational partners have expressed the need to continue focusing on equity for all students across all our school sites in the entire district. When reviewing student performance data, math and English scores on the 2025 CAASPP assessment both increased. As a result, we are maintaining the actions and services provided continue to improve and build up students' foundational math and literacy skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully credentialed and appropriately assigned teachers • DataQuest Teacher	83.1% Clear (2021-22 DataQuest Report)	84.7 % Clear 795 out of 938 teachers	83.8% Clear 795 out of 948 teachers	90% Clear (2024-25 DataQuest Report)	+0.7% Improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assignment Monitoring Outcomes Report (Priority 1)		(2022-23 DataQuest Report)	(2023-24 DataQuest Report)		
1.2	Access to standards-aligned instructional materials • Annual Williams Reports (Priority 1)	100% of students in the District have sufficient access to the standards-aligned instructional materials. (Results were presented to the Board in Fall 2023 Williams' Textbook Sufficiency Report.)	100% of students in the District have sufficient access to the standards-aligned instructional materials. (Results were presented to the Board in Fall 2024 Williams Textbook Sufficiency Report.)	100% of students in the District have sufficient access to the standards-aligned instructional materials. (Results were presented to the Board in Fall 2025 Williams Textbook Sufficiency Report.)	100% of students in the District will have sufficient access to the standards-aligned instructional materials. (Results will be presented to the Board in Fall 2026 Williams' Textbook Sufficiency Report.)	No change from baseline
1.3	Implementation of State Standards: English • Common District ELA performance task assessment (Priority 2)	Grades 7 and 8 English Performance Task: Q2: Explanatory Organization / Purpose = 68% Proficient Evidence / Elaboration = 60% Proficient Conventions = 91% Proficient Q3: Argumentative Organization / Purpose = 63% Proficient Evidence / Elaboration = 58% Proficient	Grades 7 and 8 English Performance Task: N/A Replaced with Grades 7 and 8 Benchmark Exams aligned to Essential Standards: Q2: Grade 7 = 58.1% Proficient Grade 8 = 64.3% Proficient	Grades 7 - 11 English Performance Task: N/A Replaced with Grade Level Benchmark Exams aligned to Essential Standards: Q2: Grade 7 = 75% Proficient Grade 8 = 80% Proficient	Grades 7 and 8 English Performance Task: Q2: Explanatory Organization / Purpose = 74% Proficient Evidence / Elaboration = 64% Proficient Conventions = 95% Proficient Q3: Argumentative	This is completely different from the 2023 baseline English Performance Task and categories. Progress shown is from Y1 to Y2 Outcomes: New Standards-Aligned Benchmark Exam replaced the old Performance Task: Q2:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Conventions = 88% Proficient Grades 9, 10, 11 English Performance Task: Q2: Explanatory Organization / Purpose = 95% Proficient Evidence / Elaboration = 94% Proficient Conventions = 93% Proficient Q3: Argumentative Organization / Purpose = 73% Proficient Evidence / Elaboration = 67% Proficient Conventions = 83% Proficient (Local Common Assessment for ELA)	Q3: Grade 7 = 69% Proficient Grade 8 = 75% Proficient (New 2024-25 Local Common Assessment for ELA) Grades 9, 10, 11 English Performance Task: Q2: Explanatory Organization / Purpose = 72.4% Proficient Evidence / Elaboration = 65.3% Proficient Conventions = 84.7% Proficient Q3: Argumentative Organization / Purpose = 77% Proficient Evidence / Elaboration = 70% Proficient	New Baseline Grade 9 = 81% Proficient Q3: Grade 7 = 66% Proficient Grade 8 = 78% Proficient New Baselines: Grade 9 = 70% Proficient Grade 10 = 82% Proficient Grade 11 = 76% Proficient (Local Common Assessment for ELA) NEW BENCHMARKS Assessed the following Priority Standards for Grades 9, 10, 11 Reading Informational Text: • Cite Evidence • Central Idea	Organization / Purpose = 67% Proficient Evidence / Elaboration = 62% Proficient Conventions = 92% Proficient Grades 9, 10, 11 English Performance Task: Q2: Explanatory Organization / Purpose = 98% Proficient Evidence / Elaboration = 97% Proficient Conventions = 96% Proficient Q3: Argumentative Organization / Purpose = 80% Proficient Evidence / Elaboration = 74% Proficient Conventions = 88% Proficient (Local Common Assessment for ELA)	Grade 7 = +16.9% Improved from Y1 Outcome Grade 8 = +15.7% Improved from Y1 Outcome Q3: Grade 7 = -3% Decline Grade 8 = +3% Improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Conventions = 89.5% Proficient (Local Common Assessment for ELA)	• Evaluate an Argument Writing: • Argumentative Claims • Argument Development • Connect & Clarify Ideas Language: • Use of phrases • Euphemisms (Local Common Assessment for ELA)		
1.4	Implementation of State Standards: Science • Common District Science assessment benchmark exams (Priority 2)	8th Grade NGSS Benchmark Exam Scores 2023-24: Met or Exceeded Standard: DCI - Forces: 72.4% DCI - Energy: 76.5% SEP - Questions & Problems: 74.7% SEP - Models: 63.1%	8th Grade NGSS Benchmark Exam Scores 2024-25: Met or Exceeded Standard: DCI - Forces: 74% DCI - Energy: 76% SEP - Questions & Problems: 77%	8th Grade NGSS Benchmark Exam Scores 2025-26: Met or Exceeded Standard: DCI - Forces: 77% DCI - Energy: 78% SEP - Questions & Problems: 85% SEP - Models: 77%	8th Grade NGSS Benchmark Exam Scores 2026-27: Met or Exceeded Standard: DCI - Forces: 78% DCI - Energy: 82% SEP - Questions & Problems: 78%	Met or Exceeded Standard: DCI - Forces: +4.6% improved DCI - Energy: +1.5% improved SEP - Questions & Problems: +10.3% improved SEP - Models: +13.9% improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SEP - Investigations: 53.2% CCC - Cause & Effect: 68.1% CCC - Systems: 63.1% Additional Benchmark Exams are being developed and will be available to measure progress in years 2 and 3. (Local Common Assessment for Science)	SEP - Models: 69% SEP - Investigations: 66% CCC - Cause & Effect: 77% CCC - Systems: 70% (Local Common Assessment for Science)	SEP - Investigations: 64% CCC - Cause & Effect: 70% CCC - Systems: 83% (Local Common Assessment for Science)	SEP - Models: 69% SEP - Investigations: 59% CCC - Cause & Effect: 74% CCC - Systems: 69% Additional Benchmark Exam Scores will be available annually as they are developed. (Local Common Assessment for Science)	SEP - Investigations: +10.8% improved CCC - Cause & Effect: +1.9% improved CCC - Systems: +19.9% improved
1.5	LEA Rating for District's Provision of Professional Learning for Teaching to the State's Academic Standards and/or Curriculum Frameworks • California Dashboard Local Indicators (Priority 2)	Professional Learning for teaching State academic standards and/or curriculum frameworks 2023-24: English Language Arts - 4 English Language Development - 3 Mathematics - 4 Next Generation Science - 4 History / Social Science - 3	Professional Learning for teaching State academic standards and/or curriculum frameworks 2024-25: English Language Arts - 5 English Language Development - 4 Mathematics - 4 Next Generation Science - 4	Professional Learning for teaching State academic standards and/or curriculum frameworks 2025-26: English Language Arts - 5 English Language Development - 4 Mathematics - 5 Next Generation Science - 4	Professional Learning for teaching State academic standards and/or curriculum frameworks: English Language Arts - 5 English Language Development - 4 Mathematics - 5 Next Generation Science - 5	English Language Arts: +1 level improved English Language Development: +1 level improved Mathematics: +1 level improved Next Generation Science: maintained level History / Social Science: +1 level improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CA Dashboard Local Indicators - Priority 2)	History / Social Science - 4 (CA Dashboard Local Indicators - Priority 2)	History / Social Science - 4 (CA Dashboard Local Indicators - Priority 2)	History / Social Science - 4 (CA Dashboard Local Indicators - Priority 2)	
1.6	LEA Rating for District's Progress in Making Instructional Materials that are Aligned to State Academic Standards and/or Curriculum Frameworks • California Dashboard Local Indicators (Priority 2)	Producing Instructional Materials aligned to State academic standards and/or curriculum frameworks in all classrooms per subject 2023-24: English Language Arts - 5 English Language Development - 4 Mathematics - 4 Next Generation Science - 4 History / Social Science - 4 (CA Dashboard Local Indicators - Priority 2)	Producing Instructional Materials aligned to State academic standards and/or curriculum frameworks in all classrooms per subject 2024-25: English Language Arts - 5 English Language Development - 5 Mathematics - 5 Next Generation Science - 5 History / Social Science - 5 (CA Dashboard Local Indicators - Priority 2)	Producing Instructional Materials aligned to State academic standards and/or curriculum frameworks in all classrooms per subject 2025-26: English Language Arts - 5 English Language Development - 5 Mathematics - 5 Next Generation Science - 5 History / Social Science - 5 (CA Dashboard Local Indicators - Priority 2)	Producing Instructional Materials aligned to State academic standards and/or curriculum frameworks in all classrooms per subject: English Language Arts - 5 English Language Development - 5 Mathematics - 5 Next Generation Science - 5 History / Social Science - 5 (CA Dashboard Local Indicators - Priority 2)	English Language Arts: no change English Language Development: +1 level improved Mathematics: +1 level improved Next Generation Science: +1 level improved History / Social Science: +1 level improved
1.7	Student Engagement • Student counseling data, Wellness center visits (Priority 5)	Student Wellness Centers (across all schools) 2023-24 Total Drop-Ins: 83,304	Student Wellness Centers (across all schools) 2024-25 Total Drop-Ins: 63,058	Student Wellness Centers (across all schools) 2025-26 Total Drop-Ins: 68,483	Student Wellness Centers (across all schools) 2026-27 Total Drop-Ins: 80,000	14,821 less Wellness Center Drop-Ins 2,995 less Wellness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Wellness Counseling Sessions: 6,972 Hazel Health Calls (free telehealth counseling services): 286	Wellness Counseling Sessions: 3,864 Hazel Health Calls (free telehealth counseling services): 281 students	Wellness Counseling Sessions: 3,977 Hazel Health Calls (free telehealth counseling services): 111 students	Wellness Counseling Sessions: 6,000 Hazel Health Calls (free telehealth counseling services): 200 students	Counseling Sessions 175 less students made Hazel Health Calls (free telehealth counseling services)
1.8	Attendance Rate • CALPADS P2 report (Priority 5)	94.1% District average daily attendance rate (2023 CALPADS Report)	94.6% District average daily attendance rate (2024 CALPADS Report)	95.1% District average daily attendance rate (2025 CALPADS Report)	97% District average daily attendance rate (2026 CALPADS Report)	+1.0% improvement
1.9	Facilities in good repair • Facility Inspection Tool (Priority 1)	100% of school facilities are maintained in good repair as reported in the Fall 2023 Facilities Inspection Tool.	100% of school facilities are maintained in good repair as reported in the Fall 2024 Facilities Inspection Tool.	100% of school facilities are maintained in good repair as reported in the Fall 2025 Facilities Inspection Tool.	100% of school facilities will be maintained in good repair as reported in the Fall 2026 Facilities Inspection Tool.	No change from baseline
1.10	Implementation of State Standards: Mathematics • Common District Math Benchmark assessments (Priority 2)	NEW Mathematics Benchmark Exam Scores Baseline 2023-24: N/A Baseline for 2024-25 (NEW) Quarter 3 Grade 7 - District Average = 61%	Mathematics Benchmark Exam Scores Quarter 3 Grade 7 - District Average = 61%, 49% of students Proficient Grade 8 - District Average = 69%,	Mathematics Benchmark Exam Scores Quarter 3 Grade 7 - District Average = 64%, 50% of students Proficient Grade 8 - District Average = 69%,	Mathematics Benchmark Exam Scores Quarter 3 Grade 7 - District Average = 67% 55% of students Proficient Grade 8 - District Average = 75%	Grade 7 = +3% Improved District Average Score, +1% students increased Proficiency Grade 8 = no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		49% of students Proficient Grade 8 - District Average = 69% 58% of students Proficient (Local Common Assessment for Math)	58% of students Proficient (Local Common Assessment for Math)	58% of students Proficient NEW Q3 BENCHMARK EXAMS: High School Algebra 1 - District Average = 58% High School Geometry - District Average = 48% High School Algebra 2 Average = 68% High School Alg 2 / Trig Average = 55% (Local Common Assessment for Math)	64% of students Proficient (Local Common Assessment for Math)	

Goal Analysis [2025-26]

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

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

Goal #1 was fully implemented as planned. SUCCESSES included:

Action 1.1 - Fully implemented: All Teachers received the necessary supports to provide students with rigorous standards-aligned curriculum and instruction.

Action 1.2 - Fully implemented: Math push-in support was provided for Math 7 and Algebra 1 classes across the District to provide targeted support for English Learners, Foster Youth, Low Income, and Homeless students. Math teachers provided mixed feedback about the effectiveness. Some schools have data to show that Math push-in support increased student learning significantly (mostly at the Junior High level). Other schools have data to show no change and little impact (mostly at the High School level). This action will be reduced to just the Junior Highs next year in order to more specifically refine this action, target our foundational level math classes, and continue to measure student progress accordingly.

Action 1.3 - Fully implemented: Counselors provided academic, social-emotional, and post-secondary support to students on their caseloads.

Action 1.4 - Fully Implemented: 10 additional supplemental counselors across the District provided academic, personal, and social-emotional support to unduplicated pupils at schools with higher numbers of unduplicated pupils. Students and their families were matched with resources, therapy, counseling, and community support to meet their unique individual needs. Counselor, student, and family feedback encouraged continued support for additional counselors to meet the higher needs of unduplicated pupils and increase their preparation for college and career readiness.

Action 1.5 - Fully implemented: Students had access to standards-aligned textbooks and curriculum in all content areas. New textbooks and instructional materials were selected, piloted, and purchased for High School English courses (grades 9, 10, 11), Algebra I, and Pre-Calculus.

Action 1.6 - Fully implemented: School libraries received new culturally relevant library books in a contemporary selection of high interest, lower reading levels for diverse student populations. Librarians focused on increasing reading opportunities and literacy skills for English Learners, Foster Youth, and Low Income students by introducing them to characters and stories that reflect their life experiences in literature. Data on student usage within each library is being measured. Feedback from students and staff encouraged the continued need for increasing and improving library services for providing culturally and personally relevant books at lower reading levels, and in different languages, that help improve students' literacy skills.

Action 1.7 - Fully implemented: School facilities were maintained in good repair providing safe, equitable learning environments for all students.

CHALLENGES included training teachers on the most effective push-in strategies at the beginning of the year (Action 1.2) and monitoring its effectiveness. Push-in teachers received training in 2024 on evidence-based practices and the station-rotation method for small group instruction and tier 1 supports. As teachers gained experience in these new roles, they were provided with quarterly collaboration time to discuss successful strategies and inherent challenges, and allow for reflection and revision of instructional practices. Several pairs of teachers found it challenging to distinguish the difference between a push-in support model of teaching versus a co-teaching situation. The greatest request was for more collaboration time for push-in pairs of teachers to work together outside the classroom hours with students.

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

Material differences between budgeted expenditures and estimated actual expenditures in Goal #1 were significant in the following Actions:

Action 1.1 - The cost for all teachers' salaries was almost exactly as budgeted. There was no material difference.

Action 1.2 - The original plan anticipated 60 push-in teaching sections based on the previous year's student enrollment numbers in Math 7 and Algebra 1 courses. As actual student enrollment was completed, the number of sections was higher than anticipated. In the end, we ran 65 push-in teaching sections to provide additional support for schools with increased numbers of Math 7 and Algebra I classes that needed help. Therefore, we spent a significantly higher amount to staff many extra sections all year long.

Action 1.3 cost more than originally budgeted last June because through negotiations, certificated personnel received a small salary increase in terms of a one-time bonus payment which affected an increase in benefits costs as well.

Action 1.4 was less than anticipated as only 6 additional counselors were added for supplemental support at schools with our highest needs and high numbers of unduplicated pupils.

Action 1.5 - Textbooks and instructional materials are provided through State Lottery funds. A significantly higher number of Advanced Placement (AP) courses were in need of new textbooks to adapt to their newly adopted course framework. The original budget was lower than expected because additional courses were added to the list for high priority replacements.

Action 1.6 - The cost for updating culturally relevant library books was exactly as budgeted. There was no material difference.

Action 1.7 - The cost for maintaining safe learning environments was as budgeted. There was a slight material difference to provide a few additional high priority items to maintain safety for students and staff on all campuses.

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

The following actions were effective in making progress toward Goal #1 primarily because almost all actions address the basic conditions of student learning and ensuring access for all students.

Action 1.1 was effective in providing Teachers' salaries and benefits as planned. As shown in metric 1.1, the percentage of highly qualified teachers meeting all credential requirements has increased. Teachers provided effective instruction, and all temporary vacancies were filled as necessary.

Action 1.2 was effective in providing Math push-in support. Math scores on the 2025 CAASPP Dashboard improved overall by +11.1 points. Notably, two of the three student groups for whom this action was principally developed showed greater growth. Our ELs increased 19.6 points, and Low Income students increased by 12.7 points. Although our Foster Youth population was lower than the required number and size to produce a performance color on the Dashboard (only 13 students), we can see that their scores declined by 40.9 points compared to

last year. We will continue to monitor students' numeracy skills and grade level math achievement through local diagnostic testing and common District benchmark assessments, paying special attention to Foster Youth. These grade level / content specific benchmarks will continue to be more thoroughly developed annually to better monitor all students' achievement and improved math skills.

Actions 1.3 and 1.4 were effective in hiring Counselors who provide academic, social-emotional, and personal guidance to students. Qualitative metrics show that our counselors are highly effective in ensuring that all students are scheduled into classes to meet their personal goals, given post-secondary guidance, and supported in their college and/or career path pursuits; and an increased graduation rate (Blue / 96.8%). This metric 3.1 (Graduation rate) went up by +1.2% overall, with improved rates for English Learners by +6.6%, Long Term English Learners by +6.8%, Foster Youth by +12.9%, Low Income students by +1.9%, Homeless by +3.9%, and Students with Disabilities by +4.1%. Quantitative evidence we are monitoring also showed some increases in the California Dashboard academic performance scores in ELA +7.7 points and Math +18.4 points overall.

Action 1.5 - Provided textbooks and instructional materials for all students in all subject areas. All schools were provided with standards-aligned textbooks and instructional materials, as evidenced through annual Williams reports.

Action 1.6 - Librarians successfully increased and improved the selection of books available for diverse student populations, conducting outreach efforts to also increase the amount of reading students are doing daily. Data showed that these new diverse books have an increased circulation rate between 50% and 84% compared to 20-30% for older classic books, depending on the school site. The most highly increased circulation content areas are supporting English Learners, Low Income students, Homeless students, and Foster Youth who do not have access to independent reading material at home to meet their interests and lexile levels. We believe this has contributed to the increase in ELA CAASPP scores for ELs (increased 16.1 points), LTELs (increased 3.1), LI students (increased 10.5 points), HL students (increased 10.8 points), and FY (increased 41.1 points)

Action 1.7 - Maintained safe learning environments on all school sites. All campuses were well-maintained with staffing and repair schedules. Keenan inspection reports for each school in 2025-26 gave every school an overall score of "Good" (out of Exemplary, Good, or Poor) with detailed notes about some items to clean, repair, and/or replace. Those items were placed on the Maintenance & Operations schedule in priority order, and reviewed for completion in June. Facilities report scores are documented in each School Accountability Report Card annually.

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.

For the coming year, no changes were made to this goal. Adjustments were made to the budget lines to more accurately reflect this year's actual expenditures in personnel, and a reflection of current feedback from our educational partners in the explanation of the goal regarding why we are continuing this goal and all of its actions.

We are continuing with this goal to ensure that all our students have access to a rigorous, well-rounded education regardless of individual differences and circumstances. Our educational partners have expressed the need to continue focusing on equity for all students across all our school sites in the entire district. When reviewing student performance data, math and English scores on the 2025 CAASPP assessment

improved in many areas. As a result, we have decided to maintain the actions and services provided under Goal #1 to hopefully maintain this positive momentum and continue to build upon students' increasing literacy and foundational math skills.

Metric 1.3 was changed both last year and this year. The former "ELA Performance Task" for Grades 7 and 8 was replaced with newly created district-wide quarterly Benchmark Exams aligned to ELA Essential Standards. The rubric for the High School Benchmark Exams in Grades 9, 10, and 11 changed this year to reflect specific ELA standards being assessed, not just the SBAC performance task writing skills like before. The new benchmark exams are providing better student data for more collaborative discussions to support student growth in ELA.

Metric 1.10 has been expanded to include a new Algebra 1 Benchmark Assessment, as well as three High School content assessments in Geometry, Algebra II and Algebra 2 / Trig, in order to more accurately and frequently assess student learning.

In Action 1.2, we are providing additional math push-in teachers for Math 7 only, removing this service from the Algebra 1 classes. Feedback from high school input indicated that there was inconsistency among the use of push-in support for Algebra. Teachers have chosen to adopt "Building Thinking Classrooms", "Math Talks", and other innovative, engaging ways to increase student learning in Algebra.

The District is continuing the actions in Goal #1 because these actions ensure that all students are provided with equitable access to highly qualified teachers, guidance counselors, quality textbooks, rigorous curriculum, well-maintained learning environments, regardless of students' individual differences and circumstances. Equity for all students across all our school sites in the entire district is the highest priority. We are maintaining all the supplemental actions and services in the area of increased math support to improve and build up students' foundational math skills, and a focus on increasing students literacy skills as well to help students improve in reading.

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 Teacher Salaries and Benefits	Fund credentialed teachers to provide instruction in all classrooms for all students.	$104,000,000.00	No
1.2	Additional Math Teaching Sections	Fund additional Math teaching sections to provide "push-in" tier 2 student support in Math 7 classes to provide targeted support for English Learners, foster youth, low income, and homeless students scoring below standard.	$900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Base Counselors Salaries and Benefits	Fund school counselors to provide academic, social-emotional, college and career guidance in all schools for all students.	$9,900,000.00	No
1.4	Additional School Counselors	Fund additional counselors at schools with high numbers of English Learners, Low Income, Foster Youth, and Homeless students to provide supplemental, holistic support.	$1,120,000.00	Yes
1.5	Textbooks and Instructional Materials	Allocate annual restricted lottery revenue to provide all students with State standards-aligned textbooks and curriculum in all content areas.	$2,700,000.00	No
1.6	Supplemental Library Books	Support school libraries to increase student literacy by providing culturally relevant library books and a contemporary selection of high-interest / low lexile-level books for diverse student populations. In particular, the purchase of these books is to increase literacy skills for English learners, foster youth, and low income students by giving them the opportunity to see themselves, their cultures, and their life experiences reflected in literature.	$100,000.00	Yes
1.7	Safe, Uncrowded, Well-Maintained Learning Environments	Contribute 3% from the General Fund to the Routine Restricted Maintenance account to repair, restore, or renovate district grounds, buildings, or equipment.	$9,968,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase and improve student achievement by providing rigorous, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies with additional targeted support for English Learners, Socioeconomically Disadvantaged Students, Students experiencing Homelessness, Foster Youth, and Students with Disabilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

All students need access to a challenging broad course of study to increase and improve student achievement through measurable student learning outcomes. This goal addresses the need to decrease the achievement gap between "all students" and those with additional barriers and challenges to academic success, and provide multiple forms of intervention based on student need. The District's number of English Learners (EL), Long Term English Learners (LTEL), EL Newcomers, students from low income or socioeconomically disadvantaged families (LI or SED), students experiencing homelessness (HL), foster youth (FY), and students with disabilities (SWD), have been increasing steadily over the past years. This goal aims to provide intentional, strategic actions specifically designed to provide individualized support services to ensure equity for all students.

We are continuing this goal because it provides the most amount of direct support for all our significant student groups. Our District average student performance data from the 2025 California Dashboard in both ELA and math scores both increased last year. However, we have several groups of students scoring significantly far below standard, we will continue to provide actions and services under this goal for intentional, focused academic support. We are continuing to build in and provide as many different types of individualized support as possible to meet the unique needs of students from varying backgrounds, households, circumstances, and language abilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA Scores	2023 CAASPP ELA Scores: District Overall "Green"	2024 CAASPP ELA Scores:	2025 CAASPP ELA Scores:	2026 CAASPP ELA Scores:	District Overall "Green" = no color change,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• California Dashboard (Priority 4)	44.4 points above standard English Learners = Orange 37.2 points below standard Foster Youth = No Color (13 students) 139.3 points below standard Homeless = Yellow 17.8 points below standard Socioeconomically Disadvantaged = Yellow 1.7 points above standard Students with Disabilities = Red 64.2 points below standard Long Term English Learners = No Color Not available on Dashboard until 2024 African American = Yellow 12.7 points above standard	District Overall "Green" 39.8 points above standard English Learners = Orange 42.1 points below standard Foster Youth = No Color (15 students) 133.3 points below standard Homeless = Orange 42.1 points below standard Socioeconomically Disadvantaged = Orange 2.9 points below standard Students with Disabilities = Red 66.6 points below standard Long Term English Learners = Red 85.6 points below standard	District Overall "Green" 47.4 points above standard English Learners = Yellow 26 points below standard Foster Youth = No Color (14 students) 92.1 points below standard Homeless = Yellow 31.3 points below standard Socioeconomically Disadvantaged = Green 7.6 points below standard Students with Disabilities = Orange 61.7 points below standard Long Term English Learners = Orange 82.5 points below standard	District Overall "Blue" 60 points above standard English Learners = Green 5 points below standard Foster Youth = No Color (too few students) 50 points below standard Homeless = Green 5 points above standard Socioeconomically Disadvantaged = Green 15 points above standard Students with Disabilities = Yellow 30 points below standard Long Term English Learners = 15 points below standard	Improved +3.0 points English Learners = Yellow / increased one color level, Improved +11.2 points Foster Youth = No color change, Improved +47.2 points Homeless = Yellow / no color change, declined -13.5 points Socioeconomically Disadvantaged = Green / increased one color level, declined -9.3 points Students with Disabilities = Orange / increased one color level, Improved +2.5 points Long Term English Learners = Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic = Yellow 10.8 points above standard Two or More Races = Green 69.7 points above standard White = Green 62.6 points above standard Filipino = Blue 82.3 points above standard Asian = Blue 121.9 points above standard	African American = Green 23.5 points above standard Hispanic = Yellow 5.6 points above standard Two or More Races = Blue 75.6 points above standard White = Green 55.6 points above standard Filipino = Blue 89.8 points above standard Asian = Green 118.2 points above standard	African American = Yellow 17.5 points above standard Hispanic = Green 14.9 points above standard Two or More Races = Green 68.2 points above standard White = Green 66 points above standard Filipino = Blue 92 points above standard Asian = Blue 121.3 points above standard	African American = Green 40 points above standard Hispanic = Green 40 points above standard Two or More Races = Blue 80 points above standard White = Blue 80 points above standard Filipino = Blue 95 points above standard Asian = Blue 130 points above standard	/ increased one color level, Improved +3.1 points African American = Yellow / no color change, Improved +4.8 points Hispanic = Green / increased one color level, Improved +4.1 points Two or More Races = Green / no color change, declined -1.5 points White = Green / no color change, Improved +3.4 points Filipino = Blue / no color change, Improved +9.7 points Asian = Blue / no color change,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						declined -0.6 points
2.2	CAASPP Math Scores • California Dashboard (Priority 4)	2023 CAASPP Math Scores: District Overall "Green" 14.8 points below standard English Learners = Yellow 88.6 points below standard Foster Youth = No Color (14 students) 183.6 points below standard Homeless = Yellow 74.3 points below standard Socioeconomically Disadvantaged = Yellow 60.7 points below standard Students with Disabilities = Orange 128.3 points below standard Long Term English Learners = No Color Not available on Dashboard until 2024	2024 CAASPP Math Scores: District Overall "Yellow" 18.4 points below standard English Learners = Orange 94.4 points below standard Foster Youth = No Color (15 students) 172.9 points below standard Homeless = Orange 105.4 points below standard Socioeconomically Disadvantaged = Orange 67.4 points below standard Students with Disabilities = Orange 125.1 points below standard	2025 CAASPP Math Scores: District Overall "Green" 7.3 points below standard English Learners = Yellow 74.8 points below standard Foster Youth = No Color (13 students) 213.8 points below standard Homeless = Yellow 101.1 points below standard Socioeconomically Disadvantaged = Green 54.7 points below standard Students with Disabilities = Red 124.7 points below standard	2026 CAASPP Math Scores: District Overall "Blue" 10 points above standard English Learners = Green 10 points below standard Foster Youth = No Color (too few students) 50 points below standard Homeless = Green 25 points below standard Socioeconomically Disadvantaged = Green 15 points above standard Students with Disabilities = Yellow 50 points below standard	District Overall "Green" = maintained color level, Improved +7.5 points English Learners = Yellow / no color change, Improved +13.8 points Foster Youth = No color change, declined -30.2 points Homeless = Yellow / no color change, declined -26.8 points Socioeconomically Disadvantaged = Green / increased two color levels, Improved +6.0 points Students with Disabilities = Red /

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American = Green 57 points below standard Hispanic = Green 54.6 points below standard Two or More Races = Green 9.4 points above standard White = Green 3.8 points above standard Filipino = Blue 32.2 points above standard Asian = Blue 92.3 points above standard	Long Term English Learners = Red 138.6 points below standard African American = Green 49.2 points below standard Hispanic = Yellow 60 points below standard Two or More Races = Green 21.1 points above standard White = Green 0.2 points above standard Filipino = Blue 37.5 points above standard Asian = Green 89.2 points above standard	Long Term English Learners = Red 138.9 points below standard African American = Yellow 53.7 points below standard Hispanic = Green 48.4 points below standard Two or More Races = Blue 29.7 points above standard White = Green 12.9 points above standard Filipino = Blue 43.9 points above standard Asian = Blue 99.2 points above standard	Long Term English Learners = 50 points below standard African American = Blue 20 points below standard Hispanic = Blue 20 points below standard Two or More Races = Blue 40 points above standard White = Blue 30 points above standard Filipino = Blue 50 points above standard Asian = Blue 105 points above standard	decreased one color level, Improved +3.6 points Long Term English Learners = Red / no color change, declined -0.3 points African American = Yellow / decreased one color level, Improved +3.3 points Hispanic = Green / no color change, Improved +6.2 points Two or More Races = Blue / increased one color level, Improved +20.3 points White = Green / no color change, Improved +9.1 points Filipino = Blue / no color change,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						improved +11.7 points Asian = Green / declined one color level, Improved +6.9 points
2.3	CAST Science Scores • California Dashboard (Priority 4)	2023 CAST Science Scores District Overall: 46.2% of students Met or Exceeded Standards (levels 3 and 4) English Learners 1.5% met or exceeded standards Foster Youth 6.3% met or exceeded standards Homeless 25.3% met or exceeded standards Socioeconomically Disadvantaged 29.1% met or exceeded standards Students with Disabilities 13.5% met or exceeded standards	2024 CAST Science Scores District Overall: 46.7% of students Met or Exceeded Standards (levels 3 and 4) English Learners 2.9% met or exceeded standards Foster Youth 8.3% met or exceeded standards Homeless 19.5% met or exceeded standards Socioeconomically Disadvantaged 28.7% met or exceeded standards	2025 CAST Science Scores District Overall: 48.4% of students Met or Exceeded Standards (levels 3 and 4) English Learners = Green 2.0% met or exceeded standards Foster Youth = No Color 25% met or exceeded standards Homeless = Yellow 21.3% met or exceeded standards	2026 CAST Science Scores District Overall: 60% of students Met or Exceeded Standards (levels 3 and 4) English Learners 15% met or exceeded standards Foster Youth 25% met or exceeded standards Homeless 40% met or exceeded standards Socioeconomically Disadvantaged 45% met or exceeded standards	Students Met or Exceeded Standards (levels 3 and 4) = Improved +2.2% English Learners improved +0.5% Foster Youth improved +18.7% Homeless declined -4.0% Socioeconomically Disadvantaged improved +3.4% Students with Disabilities declined -0.6% Long Term English Learners improved +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long Term English Learners 0.8% met or exceeded standards African American 32.6% met or exceeded standards Hispanic 31.6% met or exceeded standards Two or More Races 56.8% met or exceeded standards White 55% met or exceeded standards Filipino 61.5% met or exceeded standards Asian 79% met or exceeded standards	Students with Disabilities 13.4% met or exceeded standards Long Term English Learners 1.9% met or exceeded standards African American 33.6% met or exceeded standards Hispanic 32.8% met or exceeded standards Two or More Races 57.6% met or exceeded standards White 55.5% met or exceeded standards Filipino	Socioeconomically Disadvantaged = Green 32.5% met or exceeded standards Students with Disabilities = Orange 12.9% met or exceeded standards Long Term English Learners = Orange 0.9% met or exceeded standards African American = Green 37.1% met or exceeded standards Hispanic = Yellow 33.9% met or exceeded standards Two or More Races = Blue 58.7% met or exceeded standards	Students with Disabilities 30% met or exceeded standards Long Term English Learners 15% met or exceeded standards African American 45% met or exceeded standards Hispanic 45% met or exceeded standards Two or More Races 70% met or exceeded standards White 70% met or exceeded standards Filipino	African American improved +4.5% Hispanic improved +2.3% Two or More Races improved +1.9% White improved +2.8% Filipino improved +5.7% Asian improved +1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			67.9% met or exceeded standards Asian 73.6% met or exceeded standards	White = Blue 57.8% met or exceeded standards Filipino = Blue 67.2% met or exceeded standards Asian = Blue 80% met or exceeded standards	75% met or exceeded standards Asian 90% met or exceeded standards	
2.4	English Learner Progress • California Dashboard (Priority 4)	56.9% of EL students made progress towards English language proficiency 4.5% maintained an ELPAC score of 4 52.4% progressed at least 1 ELPI level (2023 California Dashboard)	52.2% of EL students made progress towards English language proficiency 4.2% maintained an ELPAC score of 4 48.1% progressed at least 1 ELPI level (2024 California Dashboard)	50.9% of EL students made progress towards English language proficiency 4.1% maintained an ELPAC score of 4 46.8% progressed at least 1 ELPI level (2025 California Dashboard)	66% of EL students will make progress towards English language proficiency 8% will maintain an ELPAC score of 4 58% will progress at least 1 ELPI level (2026 California Dashboard)	EL students making progress towards English language proficiency = declined -6.0% Maintaining an ELPAC score of 4 = declined -0.4% Progressing at least 1 ELPI level = declined -5.6%
2.5	EL Reclassification Student Enrollment Data • CDE DataQuest annual report (Priority 4)	19.2% of District enrolled students are Reclassified as Fluent English Proficient	19.7% of District enrolled students are Reclassified as Fluent English	19.3% of District enrolled students are Reclassified as Fluent English Proficient (RFEP)	25% of District enrolled students will be Reclassified as Fluent English Proficient (RFEP)	Improved +0.1% increase in RFEP student enrollment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(RFEP) in the 2022-23 School Year	Proficient (RFEP) in the 2023-24 School Year	in the 2024-25 School Year	in the 2025-26 school year	
2.6	EL Reclassification Numbers • District Student Information System (Priority 4)	20.8% 250 out of 1201 EL students Reclassified as Fluent English Proficient (RFEP) during the 2022-23 school year	31.5% 373 out of 1183 EL students Reclassified as Fluent English Proficient (RFEP) during the 2023-24 school year	34.4% 358 out of 1040 EL students Reclassified as Fluent English Proficient (RFEP) during the 2024-25 school year.	35% of EL students will be Reclassified as Fluent English Proficient (RFEP) during the 2025-26 school year	Improved +13.6% EL students Reclassified as Fluent English Proficient (RFEP)
2.7	Golden State Seal of Merit • CDE DataQuest annual report (Priority 8)	40.2% 1540 out of 3830 Seniors earned the CA Golden State Seal of Merit - Class of 2023	39.9% 1418 out of 3554 Seniors earned the CA Golden State Seal of Merit - Class of 2024	52.5% 2044 out of 3891 Seniors earned the CA Golden State Seal of Merit - Class of 2025	50% of graduating Seniors will earn the CA Golden State Seal of Merit - Class of 2026	Increased +12.3% Seniors earning Golden State Seal
2.8	State Seal of Biliteracy • CDE DataQuest annual report (Priority 8)	5.4% 207 out of 3830 Students earned the CA State Seal of Biliteracy - Class of 2023	5.4 % 193 out of 3554 Students earned the CA State Seal of Biliteracy - Class of 2024	7.8% 304 out of 3891 Students earned the CA State Seal of Biliteracy - Class of 2025	10% of graduating Seniors will earn the CA State Seal of Biliteracy - Class of 2026	Increased +2.4% Seniors earning Seal of Biliteracy
2.9	Access to and enrollment in a broad course of study • Self-reflection tool for Local Indicator for Access to a Broad Course of Study	Review of student schedules, course offerings and course enrollment reports during Local Indicator self-study process. 100% of students have access and enrollment in broad course of study - 2023-24.	100% of students have access and enrollment in broad course of study - 2024-25.	100% of students have access and enrollment in broad course of study - 2025-26.	100% of students have access and enrollment in broad course of study - 2026-27.	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Infinite Campus Student Information System Data (Priority 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.

The actions under Goal #2 were implemented as planned. SUCCESSES included:

Action 2.1 - Fully Implemented: Targeted academic, behavioral, and social-emotional support was provided on all sites through the development of MTSS multi-tiered system of support through tier 1 support in the classroom for all students, tier 2 additional support for targeted students, and tier 3 support as necessary. MTSS Plans were written by each school site's MTSS team, including detailed targeted academic intervention opportunities, behavioral support, and social-emotional support. School site MTSS teams utilized "Strategic Site Collaboration Hours" for PLC collaboration time to review student data, progress, and interventions needed.

Action 2.2 - Fully Implemented: English Learners used the Achieve 3000 supplemental language development program in all designated support "Achieve" classes to increase literacy and build English proficiency. EL Teachers utilized the program and received professional development training on its best practices and how to monitor student acquisition of language skills. Students used the IXL Math and Literacy program materials to accelerate learning focusing on literacy, language development, and increasing math skills based on students' performance levels on diagnostic assessments. Teachers used the new Quill program to build students' writing skills. And Class Companion was utilized to provide teachers with an assessment tool for providing immediate feedback to students' written responses based on proficiency rubrics and student improvement techniques. These programs provided targeted support, additional practice, and engaging hands-on learning to increase students' foundational skills necessary to access grade level content.

Action 2.3 - Fully Implemented: ELD designated support was provided through "Achieve" designated support classes, Newcomer English, and Newcomer Math classes to provide academic content support and help EL students acquire English proficiency. Additional ELD school and district staff provided leadership as EL coordinators, EL-specific PD, and effective classroom strategies for reaching English Learners.

Action 2.4 - Fully Implemented: EL school staff conducted EL student progress monitoring using the Ellevation program to suggest interventions for reclassified EL students in need of additional support. It also provides district-wide EL-specific professional development modules, and intentional strategies on how to provide academic and English language support for EL students in integrated classes.

Action 2.5 - Fully Implemented: 55 Bilingual Instructional Assistants provided direct first language support for ELs and Newcomer students in integrated and designated ELD classes. The number of EL Newcomers across the district went down this year. So the number of BIAs needed in classrooms to support true ELs was less than originally planned. The positions needed were filled.

Action 2.6 - Fully Implemented: Professional Development - Teachers were given a wide array of professional development opportunities focusing on effectively meeting the needs of our diverse student learners. Professional learning was provided in the areas of (1) how to become and effectively utilize Professional Learning Communities, (2) how to reach all diverse students in all classrooms, (3) how to use supplemental support programs to increase academic achievement through targeted skills practice, (4) inclusive practices and co-teaching to reach diverse students in integrated settings, (5) how to best support Dual Identified English Learners with Disabilities, and (6) Building Thinking Classrooms to increase skills and engagement in mathematics. Teachers utilized collaboration time to evaluate student performance data and focus on evidence-based strategies to effectively increase student achievement for English Learners (including Long-Term English Learners and Newcomers), Foster Youth, Homeless, and Low Income students.

Action 2.7 - Fully Implemented: The EL Newcomer program continues to improve on eight school campuses providing Newcomer students with customized curriculum and accelerated English proficiency strategies to meet the needs of our increasing numbers of EL Newcomer students. Newcomer English classes focus intensely on English language development at beginning levels, using the supplemental "Get Ready" English language program. Newcomer Math class teachers reviewed student data and refined instructional strategies every quarter improve EL Newcomer students' basic Algebra skills needed to meet the graduation requirements. Two bilingual Social Workers were hired to provide social services for EL Newcomers at schools with the highest numbers of EL Newcomer students. And the comprehensive EL summer school program provided customized credit recovery for EL Newcomers who have gaps in the credits earned from other countries prior to entering our District.

CHALLENGES included: Action 2.1 - Consistency among school sites to provide effective tier 1 support for students in the classroom; and how to provide effective tier 2 support within the regular school day targeted by academic standards to a larger number of students. After school intervention opportunities are difficult for some of our most needy unduplicated students to attend. Therefore, the continued focus needs to be on tier 1 supports by all teachers during class time within students' regular school day to avoid conflicts with athletics, performing arts programs, community involvement, and family obligations. In the PLC discussions, the most challenging question is 'What do we do when students don't get it?' This remains a focus for 2026-27.

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 between budgeted expenditures and estimated actual expenditures:

Action 2.1 - Schools were given increased budgets for tier 2 and tier 3 interventions each semester. Through the refinement of their MTSS site plans, many sites focused on tier 1 interventions within the regular school day, and offered less after school intervention sessions than in past years. However, through the development of a new tier 3 "Opportunity Program", we were successfully able to retain more students who needed to focus on credit recovery, rather than allowing them to leave our district to enroll in home based online independent charter

schools. We spent significantly more than we had budgeted on developing this valuable tier 3 intervention system through our new recovery program efforts.

Action 2.2 - We spent more than originally budgeted as we purchased additional "Class Companion" student licenses to provide immediate feedback on students' written responses to in-class formative assessments. Teachers utilized this program to increase their common formative assessment effectiveness in real time, giving students immediate support for improving their thinking, writing, and understanding. In the same way, we used the Quill writing program for English Learners to target their grammar and writing skills on top of the daily lessons and practice to increase this domain of their English proficiency.

Action 2.5 - With the reduced numbers of EL Newcomer students this year, we hired fewer Bilingual Instructional Assistants than anticipated. All our sites were fully staffed. However, the need for more BIAs was reduced.

Action 2.6 - This planned professional development was funded through a combination of LCAP Supplemental funds principally directed toward increasing the effectiveness of instructional strategies for our unduplicated pupils, and the Educator Effectiveness grant. Teams of teachers and administrators worked collectively in Professional Learning Communities, built school site Guiding Coalitions of teacher leaders, and developed sustainable collaborative teams to analyze student data and improve practices. We worked with school sites to build their PD work into regular collaboration time to make it more sustainable for the future rather than always relying on extra hours after school. We spent slightly more than originally planned by providing sites with "Strategic Site Hours" to use for this PLC / PLT work specifically designed to increase student achievement over time.

Action 2.7 - The majority of expenditures for the EL Newcomer program will be incurred in the month of June in order to run the customized EL Newcomer summer school program. This program is separate from our District's general summer school, serving EL Newcomer students only. Each course they take is also determined by their personal transcript and credit recovery needs upon transferring from other countries. Actual expenditures will be significantly higher when all expenses are accounted for in year-end reports in July. We anticipate that these actions and services will still come in significantly under budget, as we have done a good job of developing a sustainable EL Newcomer program without as many costs to build the program and create Newcomer classes as in previous years.

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

The greatest challenge in measuring the effectiveness or ineffectiveness of all actions in the LCAP is that the metrics are reported for the previous year before these actions are implemented. Therefore, all our actions in this 3-year plan will continue, or be modified slightly, to better determine the long-term effects over multiple years.

We will monitor the effectiveness of this action through the California Dashboard scores for all groups in ELA (metric 2.1), Math (metric 2.2), College / Career Readiness (metric 3.12), Attendance Rates (metrics 4.1, 4.2), Graduation Rate (metric 3.1), and Suspension Rate (metric 4.4).

Metrics to measure Action 2.1 showed both improvement and decline depending on the particular data. Attendance rates improved (metrics 4.1, 4.2), the graduation rate improved (metric 3.1), college / career readiness improved (metric 3.12), and the number of suspensions and

expulsions went down (metrics 4.4 and 4.5). Therefore, when reviewing all those metrics, we can state that Action 2.1 was effective in providing behavioral and social-emotional support through a multi-tiered approach and an entire MTSS team effort. Academically, our MTSS efforts were effective in improving CAASSPP scores in ELA (metric 2.1) by 7.7 points, and Math scores (metric 2.2) which improved 11.1 points. In particular, targeted academic intervention for these groups of students shows that this action has had a positive effect: CAASPP ELA scores went up for ELs (+16.1 points), LTELs (+3.1 points), HL (+10.8 points), LI (+10.5 points), and FY (+41.1 points). CAASPP Math scores went up for ELs (+19.6 points), HL (+4.3 points), and LI (+12.7 points). LTELs maintained their score from the previous year. FY unfortunately declined by 40.9 points; however, the student group was too small (13 students) to register a dashboard color indicator. We will focus our efforts of Action 2.1 next year on Foster Youth especially.

Action 2.2 was effective in increasing students' CASSPP scores in ELA (metric 2.1), and Math (metric 2.2). In ELA, these subgroups improved accordingly: English Learners by 16.1 points, Long Term ELs by 3.1 points, Foster Youth by 41.1 points, Homeless by 10.8 points, Low Income by 10.5 points, and Students with Disabilities by 4.8 points. In Math, English Learners improved by 19.6 points, Homeless improved by 4.3 points, and Low income students improved by 12.7 points. Only, Foster Youth declined by -40.9 points. Usage of the supplemental literacy and math programs provided under Action 2.2 are gaining in consistency among teachers, and will be utilized again to monitor progress and effectiveness in year 3. The College & Career Readiness (metric 3.12) also went up, which is good progress. However, the CCR indicator is a complicated measurement of 8 possible ways students could be considered "prepared" for college and/or career. Therefore, it is difficult to attribute just one action or service toward the increase of this particular metric.

Action 2.3 - The English Language Development program was effectively managed by a district-level ELD Program Specialist. EL coordinators provided effective support for EL students on each school site to monitor student progress. "Achieve" designated support, Newcomer English, and Newcomer Math teaching sections were effective in providing all EL students on each school site with the language and academic support they require. The metrics show that we sustained a constant EL Reclassification enrollment (metric 2.5) and slightly increasing the Reclassification rate (metric 2.6) by 2.9%. Our EL Students' Graduation Rates (metric 3.1) increased for ELs by 7.0% and are 2.2% higher than ELs for LTELs. However, the Dashboard EL Progress Indicator (metric 2.4) went down slightly by 1.3%.

Action 2.4 was somewhat effective in providing additional support for English Learners at all school sites. The "ELLevation" progress monitoring system allowed school staff to monitor EL students' English proficiency and academic achievement as evidenced by sustaining a constant EL Reclassification enrollment (metric 2.5) and slightly increasing the Reclassification rate (metric 2.6) by 2.9%. Our EL Students' Graduation Rates (metric 3.1) increased for ELs by 7.0% and are 2.2% higher than ELs for LTELs. However, the Dashboard EL Progress Indicator (metric 2.4) went down slightly by 1.3%.

Action 2.5 - Bilingual Instructional Assistants (BIAs) were effective in providing direct language support for English Learners in integrated classrooms and designated support classes. We sustained a constant EL Reclassification enrollment (metric 2.5) and slightly increasing the Reclassification rate (metric 2.6) by 2.9%. Our EL Students' Graduation Rates (metric 3.1) increased for ELs by 7.0% and are 2.2% higher than ELs for LTELs. However, the Dashboard EL Progress Indicator (metric 2.4) went down slightly by 1.3%. Educational partners (EL students and parents especially) continue to state that the direct language support provided by our BIAs in the classroom with beginning and emerging EL students is the most important, critical action and service to keep for our ELs daily.

Action 2.6 was effective in providing professional development focusing on strategies to reach unduplicated students in all classrooms. Professional development was provided in the areas of (1) how to become and effectively utilize Professional Learning Communities, (2) how to reach all diverse students in all classrooms, (3) how to use supplemental support programs to increase academic achievement through targeted skills practice, (4) inclusive practices and co-teaching to reach diverse students in integrated settings, and (5) how to best support Dual Identified English Learners with Disabilities. Based on exit feedback from every professional development session and school site PD teams, this ongoing training was effective in supporting all students, removing barriers, addressing language acquisition, and incorporating scaffolds, support, and differentiation so that all students can learn. When monitoring the effectiveness of this action, the 2025 California Dashboard scores in ELA (metric 2.1) went up by 7.7 points, and Math (metric 2.2) also went up by 11.1 points. Science (metric 2.3) went down slightly by 0.9 points. The English Learners Progress Indicator (metric 2.4) declined slightly by 1.3%. However, Graduation Rate (metric 3.1) increased by another 1.2%. Low Income students increased their CAASPP ELA score by +10.5 points, and their CAASPP Math score by +12.7 points. English Learners increased their CAASPP ELA score by +16.1 points, and their CAASPP Math score by +19.6 points. Homeless students increased their CAASPP ELA score by +10.8 points, and their CAASPP Math score by +4.3 points. Foster Youth CAASPP ELA score by +41.4 points; however, their CAASPP Math score declined by -40.9 points.

Action 2.7 - Our EL Newcomers Program was effective in providing an individualized program to meet the unique needs of EL Newcomer students when looking at the increase in EL Graduation Rate (metric 3.1) which increased by 7.0%. Several other metrics showed improvement: ELA scores for EL students (metric 2.1) improved by 16.1 points, Math scores for EL students (metric 2.2) improved by 19.6 points. Science scores for ELs decreased slightly by 1.3% (metric 2.3). Our EL Students' Graduation Rates (metric 3.1) increased for ELs by 7.0%. However, the Dashboard EL Progress Indicator (metric 2.4) went down slightly by 1.3%. Maintaining all these actions is important to build on the current successes, and continue to focus on improving our EL students' English language proficiency and academic scores.

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 goal explanation was updated to reflect current feedback from our educational partners and why we are continuing this goal and all of its actions. There are no changes to the planned goal, metrics, or target outcomes for the coming year.

We are continuing this goal because it provides the most amount of direct support for all our significant student groups. Student performance data from the 2025 California Dashboard supports the need to build in and provide as many different types of individualized support as possible to meet the unique needs of students from varying backgrounds, households, circumstances, and language abilities. Our District average in both ELA and math scores increased last year, which points to success we are having through improving instructional strategies, and targeted additional supports. However, we still have several groups of students scoring below the District average, and significantly far below standard. Therefore, we will continue to provide actions and services under this goal for intentional, focused support.

There is one new Action 2.8 adding Program Specialists to guide the PLC work of each core academic content area including Literacy. Program Specialists will lead teams of teachers in identifying essential standards, coordinate content area benchmark exams, train teachers on how to most effectively use the PLC process to analyze student performance data, and support the MTSS work in providing tier 2 and tier 3 support for struggling learners.

Changes to each action were made primarily in the budget of each action item to reflect more accurate funding needs according to the estimated actual expenses from last year. Budgets for Actions 2.1, 2.2, 2.3, 2.4, and 2.6 are all increased for next year. This reflects the increased PLC collaboration time for school site teams to review student performance data, improve common formative assessments, and provide additional tiered interventions as a result. It also supports the renewal of supplemental instructional programs to make giving timely feedback to students easier for teachers and use evidence-based programs to increase student engagement with learning. Direct support for ELs is critical to run a well-rounded program and continue to improve our practices annually.

Budgets for Actions 2.5, and 2.7 are reduced to reflect a more accurate depiction of the expenditures from 2025 with fewer Bilingual Instructional Assistants since the number of EL Newcomer students district-wide has decreased. And there is less need to build a Newcomer program, than just to sustain the great work our teachers have done over the last several years.

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	Multi-Tiered System of Support	To improve the learning outcomes for English Learners, Low Income students, and Foster Youth, all schools will develop and provide a multi-tiered system of student support to accelerate learning, address academic achievement gaps, reduce chronic absenteeism, and decrease suspensions and expulsions. This includes a focus on best first instruction, and targeted academic, behavioral, and social-emotional support programs. Extended support time for students and staff will be provided for collaboration time, MTSS team support, best first instructional practices, Tier 2 in-class and out-of-class support, student performance data analysis, planning, and professional development to strengthen these student support systems and increase student outcomes.	$320,000.00	Yes
2.2	Supplemental Literacy and Math Programs	Supplemental curriculum programs will be purchased and used as supplemental instructional materials to accelerate learning focusing on literacy, language development, and increasing math skills to increase the academic success of English Learners, Foster Youth, and Low-Income students especially. These programs offer targeted support, additional practice, engaging hands-on learning, and necessary resources to help these student populations overcome their educational barriers and access grade level content.	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	English Language Development Staff and Designated Support Teaching Sections	English Learners will receive additional support through the English Language Development (ELD) program through additional ELD teaching staff, EL coordinators on each school site, and Achieve designated language support classes. All Long-Term English Learners (LTELs), EL Newcomers, and beginning and emerging EL students are enrolled in designated support classes district-wide.	$1,760,000.00	Yes
2.4	English Learners Progress Monitoring and Academic Support	English Learners will receive additional support to increase and monitor their English proficiency achievement levels through ELPAC testing language review sessions, the use of the "ELLevation" progress monitoring system, and academic guidance and targeted academic intervention.	$50,000.00	Yes
2.5	Bilingual Instructional Assistants	Bilingual Instructional Assistants (BIAs) will provide direct language support for English Learners in integrated classrooms and designated support classes.	$2,800,000.00	Yes
2.6	Professional Development and Collaboration to Support Unduplicated Student Populations	Professional development will be provided to build teacher, administrators, and staff capacity through sustained training and collaboration time focused on evidence-based strategies to effectively increase student achievement for English Learners (including Long-Term English Learners and Newcomers), Foster Youth, Homeless, and Low Income students. This PD and collaboration will improve instructional outcomes by increasing literacy strategies across all content areas, improving effective instruction, making data-driven program adjustments, and including strategies for supporting the unique needs of EL, FY, and LI students in integrated and inclusive settings.	$970,000.00	Yes
2.7	EL Newcomer Program	English Learner "Newcomers" will be provided with a unique, individualized Newcomer Program to meet the demands of increasing EL Newcomer student enrollment through specialized English language development,	$765,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		personalized learning plans, customized coursework, supplemental programs, specialized summer programs, a multi-tiered system of support, connections to community resources, post-secondary opportunities, and access to culturally-sensitive social services for Newcomer students and their families.		
2.8	Program Specialists	Program Specialists in the areas of Literacy, English Language Arts, Mathematics, Science, and Social Studies will provide leadership to teachers in each content area, as well as literacy across all disciplines, to improve effective instruction, strengthen our use of student data, lead the work around priority standards, and collaborate on increasing student achievement for English Learners (including Long-Term English Learners and Newcomers), Foster Youth, Homeless, and Low Income students in integrated and inclusive settings.	$970,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the number of students prepared for college and careers through a rigorous broad course of study that includes preparation for college admission, and enrollment in college level classes, Career Technical Education courses, and career pathways.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District has traditionally maintained a very high graduation rate. However, the number of students identified as being college and career ready through multiple measures is significantly lower, especially in the area of A-G completion. This goal provides a focus on preparing students for a variety of post-secondary options, and equipping them to be "opportunity ready" with the necessary skills to be successful in any path they choose. This includes increasing the number of students who enroll in and complete A-G college requirements, college admissions exams, AP classes, CTE courses, dual and concurrent enrollment classes, and are considered by the State as "prepared" for college and careers.

We are continuing this goal this year as our educational partners' support this as a high priority in making sure that students are well prepared for their post secondary pursuits, whether they choose college or career. Our student data and enrollment in CTE pathways, AP classes, dual enrollment, and AP pass rates has increased again this year, indicating that the actions and services we are providing are effective. We are building new programs and additional supports under this goal to increase the number of students who stay on track to graduate on time, and also successfully build skills needed in both college and in the workplace.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	High School Graduation Rate • CDE California Dashboard, CDE DataQuest Five Year Cohort Report (Priority 5)	94.8% Graduation Rate - Class of 2023 English Learners = 82.3% Foster Youth = 76% Low Income = 91.8% Homeless = 88.1% Students w/ Disabilities = 83.4% (California Dashboard 2023) 97.6% Five-year cohort graduation rate African American = 95.2% Asian = 98.7% Filipino = 97.9% Hispanic = 97.1% White = 98.0% Two or More Races = 98.2% (Dataquest 2023)	95.6% Graduation Rate - Class of 2024 English Learners = 84.8% Foster Youth = 81.8% Low Income = 94.1% Homeless = 88.9% Students w/ Disabilities = 85% (California Dashboard 2024) 97.0% Five-year cohort graduation rate African American = 94% Asian = 98.7% Filipino = 96.6% Hispanic = 94.6% White = 96.1% Two or More Races = 97.4% (Dataquest 2024)	96.8% Graduation Rate - Class of 2025 English Learners = 91.4% Foster Youth = 94.7% Low Income = 96% Homeless = 92.8% Students w/ Disabilities = 89.2% Long Term English Learners = 93.6% (New data group) (California Dashboard 2025) 96.8% Five-year cohort graduation rate African American = 98.6% Asian = 97.1% Filipino = 93.9% Hispanic = 96.2% White = 97.6% Two or More Races = 98.9% (Dataquest 2025)	97% Graduation Rate - Class of 2026 English Learners = 85% Foster Youth = 79% Low Income = 94% Homeless = 91% Students w/ Disabilities = 86% Long Term English Learners = 95% (California Dashboard 2026) 98% Five-year cohort graduation rate African American = 98% Asian = 99% Filipino = 99% Hispanic = 98% White = 98.0% Two or More Races = 99% (DataQuest 2026)	Graduation Rate = Improved +2.0% English Learners = improved +9.1% Foster Youth = improved +18.7% Low Income = improved +4.2% Homeless = improved +4.7% Students w/ Disabilities = improved +5.8% Five-year cohort graduation rate declined = 0.8% African American = improved +3.4% Asian = declined -1.6% Filipino = declined -4.0% Hispanic = declined -0.9% White = declined -0.4% Two or More Races = improved +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	High School Dropout Rate • CDE DataQuest annual report (Priority 5)	0.47% 18 Dropouts Out of 3830 Seniors - Class of 2023 (DataQuest 2023)	0.55% 21 Dropouts Out of 3805 Seniors - Class of 2024 (DataQuest 2024)	0.53% 21 Dropouts Out of 3891 Seniors - Class of 2025 (DataQuest 2025)	<0.2% Dropouts Class of 2026 (DataQuest 2026)	Increased 0.06%
3.3	Middle School Dropout Rate • CALPADS annual report 8.1 (Priority 5)	13 Jr High Dropouts in 2023 0.003% (CALPADS Report 2023)	1 Jr High Dropout in 2024 0% (CALPADS Report 2024)	0 Jr High Dropouts in 2025 0% (CALPADS Report 2025)	<0.001% Jr High Dropouts in 2026 (CALPADS Report 2026)	Improved +0.003%
3.4	Junior High Non-Promotee Rate • Student Information System course completion for 8th graders (Priority 5)	6.4% Non-Promotees 193 8th graders Out of 3020 8th graders in 2023 (Infinite Campus - credits earned through course grades)	7% Non-Promotees 229 8th graders Out of 3128 8th graders in 2024 (Infinite Campus - credits earned through course grades)	4.9% Non-Promotees 170 8th graders Out of 3440 8th graders in 2025 (Infinite Campus - credits earned through course grades)	<4% Non-Promotees 8th graders in 2026 (Infinite Campus - credits earned through course grades)	Improved +1.5%
3.5	CTE Pathway Completion • CDE DataQuest annual report for CTE completors (Priority 4)	15.7% 600 Seniors completed a CTE pathway Out of 3830 Seniors - Class of 2023 (DataQuest 2023)	18.8% 717 Seniors completed a CTE pathway Out of 3805 Seniors - Class of 2024 (DataQuest 2024)	26.7% 996 Seniors completed a CTE pathway Out of 3891 Seniors - Class of 2025 (DataQuest 2025)	35% of Seniors will complete a CTE pathway Class of 2026 (DataQuest 2026)	Improved +11.0%
3.6	A-G Completion • DataQuest annual report	49.7%	41%	36%	60% of Seniors will meet A-G	Declined -13.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for UC/CSU requirements met (Priority 4)	1902 Seniors met A-G graduation requirements Out of 3830 Seniors - Class of 2023 African American = 55.3% Asian = 86.6% Filipino = 70.1% Hispanic = 36.9% White = 58.1% Two or More Races = 64.3% (DataQuest 2023)	1560 Seniors met A-G graduation requirements Out of 3805 Seniors - Class of 2024 African American = 39.2% Asian = 68.3% Filipino = 52.2% Hispanic = 28.6% White = 41.3% Two or More Races = 44% (DataQuest 2024)	1344 Seniors met A-G graduation requirements Out of 3891 Seniors - Class of 2025 African American = 31.8% Asian = 59.7% Filipino = 48.0% Hispanic = 29.1% White = 37.4% Two or More Races = 44.1% (DataQuest 2025)	graduation requirements Class of 2026 African American = 65% Asian = 90% Filipino = 75% Hispanic = 45% White = 65% Two or More Races = 70% (DataQuest 2026)	African American = declined -23.5% Asian = declined -26.9% Filipino = declined -22.1% Hispanic = declined -7.8% White = declined -20.2% Two or More Races = declined -20.2%
3.7	Both CTE and A-G Completion • CDE DataQuest annual reports combined (Priority 4)	7.1% 272 students completed both CTE pathway and A-G requirements Out of 3830 Seniors - Class of 2023 (DataQuest 2023)	8.0% 306 students completed both CTE pathway and A-G requirements Out of 3805 Seniors - Class of 2024 (DataQuest 2024)	10.6% 397 students completed both CTE pathway and A-G requirements Out of 3891 Seniors - Class of 2025 (DataQuest 2025)	10% of Seniors will complete both CTE pathway and A-G requirements Class of 2026 (DataQuest 2026)	Improved +3.5%
3.8	CTE Course Enrollment • Student Information System course enrollment counts (Priority 7)	34.8% 7,320 students enrolled in at least 1 CTE course (grades 7-12) (Infinite Campus Course Enrollment 2023)	43.2% 8943 students enrolled in at least 1 CTE course (grades 7-12) (Infinite Campus Course Enrollment 2024)	40.7% 9118 students enrolled in at least 1 CTE course (grades 7-12) (Infinite Campus Course Enrollment 2025)	40% of students will be enrolled in at least 1 CTE course (grades 7-12) (Infinite Campus Course Enrollment 2026)	Improved +5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Dual & Concurrent Enrollment • Student Information System course enrollment counts (Priority 7)	5.0% 1050 students enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12) (Infinite Campus Course Enrollment 2023)	7.8% 1080 students enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12) (Infinite Campus Course Enrollment 2024)	7.3% 855 students enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12) (Infinite Campus Course Enrollment 2025)	8% of students will be enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12) (Infinite Campus Course Enrollment 2026)	Improved +2.3%
3.10	Advanced Placement (AP) Course Enrollment • Student Information System course enrollment counts (Priority 7)	24.7% 5191 students enrolled in AP courses (grades 9-12) (Infinite Campus Course Enrollment 2023)	35.8% 5687 students enrolled in AP courses (grades 9-12) (Infinite Campus Course Enrollment 2024)	39.6% 5729 students enrolled in AP courses (grades 9-12) (Infinite Campus Course Enrollment 2025)	30% students will be enroll in AP courses (grades 9-12) (Infinite Campus Course Enrollment 2026)	Improved +14.9%
3.11	AP Exam Pass Rate • College Board Report (Priority 4)	59% 3076 students passed AP exams with a score of 3 or higher (College Board 2023)	60.7% 3450 students passed AP exams with a score of 3 or higher (College Board 2024)	64.2% 3677 students passed AP exams with a score of 3 or higher (College Board 2025)	70% of students will pass AP exams with a score of 3 or higher (College Board 2026)	Improved +5.2%
3.12	College / Career Readiness • California Dashboard (Priority 4)	52.8% prepared = "Medium" level English Learners = 8.8% Foster Youth = 8.0% Students w/ Disabilities = 12.5%	56.3% prepared = "Green" level English Learners = 10.7% Long Term English Learners = 7.9%	56.7% prepared = "Green" level English Learners = 17.8% Long Term English Learners = 16.7%	65% prepared = "High" level English Learners = 14% Foster Youth = 14%	Improved +3.9% English Learners = improved +9.0% Long Term English Learners = improved +8.8% from year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless = 22.8% Low Income = 36.3% African American = 43% Hispanic = 39.1% White = 60.3% Filipino = 67.2% Two or More Races = 60.7% Asian = 85.3% (California Dashboard 2023)	Foster Youth = 9.5% Students w/ Disabilities = 14.4% Homeless = 24.3% Low Income = 42.7% African American = 46.7% Hispanic = 44.1% White = 62.1% Filipino = 72.1% Two or More Races = 63.5% Asian = 86.9% (California Dashboard 2024)	Foster Youth = 38.9% Students w/ Disabilities = 14.6% Homeless = 31.1% Low Income = 43.4% African American = 43.4% Hispanic = 45.9% White = 62.3% Filipino = 74.9% Two or More Races = 67.6% Asian = 83.4% (California Dashboard 2025)	Students w/ Disabilities = 18% Homeless = 30% Low Income = 42% African American = 50% Hispanic = 50% White = 70% Filipino = 75% Two or More Races = 70% Asian = 90% (California Dashboard 2026)	Foster Youth = improved +30.9% Students w/ Disabilities = improved +2.1% Homeless = improved +8.3% Low Income = improved +7.1% African American = improved +0.4% Hispanic = improved +6.8% White = improved +2.0% Filipino = improved +7.7% Two or More Races = improved +6.9% Asian = declined -1.9%
3.13	Early Assessment Program (EAP) = percent of students who met or exceeded standard in both CAASPP ELA and Math • CDE DataQuest (Priority 4)	EAP Score Grade 11 Juniors met or exceeded standards in CAASPP ELA = 75.07% (ELA Met = 31.44% ELA Exceeded = 43.63%) Grade 11 Juniors met or exceeded standards	EAP Score Grade 11 Juniors met or exceeded standards in CAASPP ELA = 73.48% (ELA Met = 33.48% ELA Exceeded = 40.0%)	EAP Score Grade 11 Juniors met or exceeded standards in CAASPP ELA = 75.44% (ELA Met = 31.11% ELA Exceeded = 44.33%)	70% of Juniors (11th graders taking the CAASPP) will meet or exceed standards in both CAASPP ELA and Math 75% - District ELA average (grades 7, 8, 11) students will	Grade 11 Juniors met or exceeded standards in CAASPP ELA = improved +0.37% (ELA Met = declined 0.33% ELA Exceeded = improved 0.7%) Grade 11 Juniors met or exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in CAASPP Math = 43.14% (Math Met = 23.59% Math Exceeded = 19.55%) (DataQuest 2023)	Grade 11 Juniors met or exceeded standards in CAASPP Math = 39.36% (Math Met = 22.19% Math Exceeded = 17.17%) (CAASPP 2024)	Grade 11 Juniors met or exceeded standards in CAASPP Math = 43.5% (Math Met = 21.9% Math Exceeded = 21.6%) (CAASPP 2025)	meet or exceed standards in ELA 50% - District Math average (grades 7, 8, 11) students will meet or exceed standards in Math (DataQuest 2026)	standards in CAASPP Math = improved +0.36% (Math Met = declined 1.69% Math Exceeded = improved 2.05%)
3.14	Parent Involvement in College / Career Events • Local attendance data (Priority 3)	8 College / Career outreach events annually - including, but not limited to: • Fall & Spring College / Career / CTE Fairs • Many Families One Community event • PAC, PCC, CCC, BTSN, Open House presentations on CTE Pathways • FAFSA Night • Cash for College • Elementary School Outreach	11 College / Career outreach events annually including: • College / Career / CTE Fair • Many Families, One Community event • PCC, BTSN, Open House presentations on CTE Pathways • FAFSA Night • Cash for College	15 College / Career outreach events held including: • Fall College Career Fair • PCC, BTSN • Cash for College • Educators in Industry • Education Pathways SCV Literacy Fair • Connecting to Success	Hold at least 10 successful College / Career outreach events annually. (LEA attendance data)	Increased College / Career outreach by +7 events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Educators in Industry (LEA Attendance Data 2023-24)	• Educators in Industry • Education Pathways - SCV Literacy Fair • New World, New Work Parent Night • Connecting to Success • Manufacturing Day • Dream It, Be It Career Exploration	• Manufacturing Day • Spring College Career Fair • Many Families, One Community • Open House presentations • FAFSA Nights • New World, New Work • Dream It, Be It Career Exploration • AI Parent Workshop		

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.

This Goal #3 was carried out as planned. SUCCESSES included:

Action 3.1 - Fully Implemented: All CTE programs were fully funded in terms of staff salaries, benefits, and program expenditures to provide access to extended learning opportunities and career guidance for all students in all schools as intended, providing 28 CTE pathways to students across the District.

Action 3.2 - Fully Implemented: Multiple supplemental programs (including Xello, Canvas, and Naviance) are being used to provide college and career readiness support for students and parents in the areas of college and career guidance, career exploration.

Action 3.3 - Fully Implemented: Low income students were supported in registering for AP tests, removing financial barriers to rigorous academic courses and the opportunity to earn college credit while in high school. 962 students from low income families received fee waiver assistance to help them pay for these AP testing costs. 12 students from low income families have also used this funding to help pay for CTE supplies, dual enrollment and college now course fees, textbooks, and/or other college course enrollment expenses.

Action 3.4 - Fully Implemented: Staff have provided additional support hours for credit recovery academic intervention to keep students on track to graduate. A new "Opportunity Program" was created and implemented along with a new academic platform to support unduplicated students not on track to graduate, as well as those who need guidance and support for meeting the A-G requirements.

Action 3.5 - Fully Implemented: Students participated in a variety of career technical student leadership programs to gain leadership opportunities in CTE. These include student chapters of HOSA, FBLA, DECA, Skills USA, Culinary Arts, Student Television Networks, Bridge to Future Internship, and work-based learning programs in Sports Medicine, Veterinary Science, Allied Health, Dental Services, and Medical Assisting.

Action 3.6 - Parent / family engagement events were held to provide college and career information for students and their families. These included the Career / College Fair, Many Families One Community event, CTE Presentations at Parent Communications Council, Back-to-School-Nights, and Open Houses, FAFSA Night, Cash for College, Educators in Industry, Education Pathways SCV Literacy Fair, New World New Work Parent Night, Connecting to Success, Manufacturing Day, the Dream It, Be It Career Exploration, and Parent Workshops on Understanding Artificial Intelligence (AI) in Schools.

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

Action 3.1 - CTE programs are funded through various state and federal grants. The allocation of such grants can vary yearly based on their availability and allocation requirements. This year, there was no difference between the budget for CTE program expenditures and the estimated actuals. Regardless of material differences year to year, the District is committed to sustaining our 25 fully developed CTE pathways annually.

Action 3.2 - Several of the online college and career guidance programs were purchased as expected with no difference in cost.

Action 3.3 - We budgeted appropriately based on last year's actual expenditures to remove financial barriers for unduplicated students taking advanced placement exams. We have seen an increase in the number of students registering for AP tests over the last few years, and want

to continue removing the financial barriers for low income, homeless, foster youth, and English learner students who needs additional financial assistance.

Action 3.4 - We originally budgeted a small amount based on the traditional, limited credit recovery system at the time. However, we spent significantly more than originally planned because we completely revamped the credit recovery program, increasing "Opportunity" sections on each campus, centralizing a new credit recovery "Opportunity Program", and purchased a new educational platform for these students. This program grew from just over 100 students participating to over 600 in one year. We also hired a separate teacher for the new program to work directly with students with the most educational barriers, giving them alternative paths to complete the required coursework for graduation.

Action 3.5 - All CTSO programs were held as planned. The expenditures were right on track with what was budgeted.

We spent more on Action 3.6 to host additional Parent / Family information events to increase student and family awareness of post-secondary opportunities, college and career preparation, and career technical education pathways.

Action 3.7 - No LREBG funds were spent on the summer intersession programs as originally planned. Additional summer intersession funding was not needed by the time June / July sessions arrived. Less students needed summer school in person since hundreds of students were served effectively in the new Opportunity Program (Action 3.4) developed during the school year. Therefore, all LREBG funds were instead spent under Action 4.8 (also in the LCAP Plan). No 2025-26 carryover of LREBG funds remain as of June 2026.

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

All actions under Goal #3 were effective in making progress toward the goal of increasing the number / percent of students considered prepared for college and/or career upon graduating. We measure the effectiveness of all these actions through the 2025 California Dashboard College / Career Readiness Indicator Score (metric 3.12) which went up slightly by 0.4%. The CCR Indicator is a combined measure of multiple factors determining the preparation level of high school seniors for the skills necessary to be successful in college or any career. The following District indicators showed improvement in the areas of High School Graduation Rate 96.8% (metric 3.1), Middle School Drop-Out Rate 0% (metric 3.3), CTE pathway completion 27.6% (metric 3.5), students completing both a CTE pathway and A-G eligibility 10.6% (metric 3.7), CTE course enrollment 40.7% (metric 3.8), dual and concurrent enrollment 7.3% (metric 3.9), Advanced Placement course enrollment 39.6% (metric 3.10), AP Exam Pass Rate 64.2% (metric 3.11), and our overall College / Career Readiness Indicator 56.7% (metric 3.12).

High School Drop-outs decreased slightly by 2% (metric 3.2), the Junior High Non-Promotee Rate decreased to 4.9% (metric 3.4), and A–G completion rate went down last year to 36% (metric 3.6). Even with this one slight decline, we consider the actions and services to be effective and important for guiding our students (especially our unduplicated pupils) towards college and career readiness as measured by the CCR Indicator (metric 3.12).

Actions 3.1, 3.2, 3.5, and 3.6 all describe actions and services provided by the CCR / CTE department (College / Career Readiness and Career Technical Education). Each of those activities were effective and directly related to "preparing students" for college and/or careers

according to a number of factors calculated by the State in the CCI College / Career Indicator on the Dashboard. Based on our LCAP discussions and partnership with the CTE department staff, we anticipate that our CCI will continue to increase over the next years due to continuing these actions. The positive outcomes from metrics listed above show progress in student achievement, behavior, school connectedness, and school culture again over the last year.

Action 3.3 was effective in providing financial help for low income students, including those experiencing homelessness, with fee waivers for AP exams and financial support for course fees, textbooks, and/or uniforms required to participate in college and career path classes while still in high school. The number of unduplicated students completing a CTE pathway increased by 18.9% from last year (metric 3.5). Metrics 3.10 and 3.11 show both an increase in student enrollment in AP courses as well as the AP exam pass rate. The College / Career Readiness indicator went up for English Learners by 7.1%, for Foster Youth by 29.4%, for Homeless by 6.8%, and for Low Income students by 0.5%. Based on student and parent feedback in our LCAP input meetings, this action is crucial for giving low income students access to rigorous coursework and complete participation in college and career paths. This removes a vital barrier to accessing post-secondary options and pursuing personal interest for future success. By providing financial assistance for low income students and English learners to give them equitable access to advanced placement exams, college courses, and dual enrollment opportunities, this action is highly effective in providing equitable access.

Action 3.4 was new and highly effective in its first year of running a full "Opportunity Program" to provide another alternative pathway to graduation, and prevent students from leaving our District. As this action increases again next year, it will continue to improve in its effectiveness to give students multiple credit recovery options in order to address learning gaps and unique challenges that our unduplicated students often have. Through providing our students with additional online learning opportunities, we are increasing students' academic, behavioral, and emotional support. The CCR Indicator (metric 3.12) went up by 0.4% overall, and increased for English Learners by 7.1%, for Foster Youth by 29.4%, for Homeless by 6.8%, and for Low Income students by 0.5%. The Graduation Rate (metric 3.1) went up another 1.2% overall, and increased for went up for English Learners by 6.6%, Long-Term English Learners by 6.8%, for Foster Youth by 12.9%, for Homeless by 3.9%, and for Low Income students by 1.9%. The A-G Completion Rate went down last year; however, this was before the new "Opportunity Program" was created and implemented in 2025-26. We anticipate that this program will have a significant impact on the A-G Completion Rate next year.

Action 3.7 was not implemented, and therefore cannot be evaluated as either effective nor ineffective. Less students needed in-person summer school classes since hundreds of students were served effectively in the new Opportunity Program (Action 3.4) developed during the school year. All LREBG funds were instead spent under Action 4.8 (also in the LCAP Plan).

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.

There are no changes being made to the planned goal. The goal explanation was updated to reflect current feedback from our educational partners and why we are continuing this goal and all of its actions.

We are continuing this goal this year as our educational partners' support this as a high priority in making sure that students are well prepared for their post secondary pursuits, whether college or career. Our student data and enrollment in CTE pathways, AP classes, dual

enrollment, and AP pass rates has increased. We anticipate that as these numbers continue to rise, our college career readiness indicator will also go up indicating that students are developing more skills for success both in college and in the workplace.

Metric 3.13 has been updated to reflect the most current data available regarding the percentage of 11th grade students who "met" or "exceeded" standards on the CAASPP ELA and CAASPP Math assessments. Data has been updated in the baseline column, year 1 outcome, year 2 outcome, and difference from baseline.

Based on its success from last year, we have increased and enhanced the services under Action 3.4 to meet the needs of more students who need credit recovery and alternative online learning opportunities through new programs and a new independent, interactive learning platform. This online program can provide supplemental content area support for students who are not succeeding in traditional 20-week long courses. Most of our students who are falling behind in credits and not considered "prepared" for college and/or careers are also in our unduplicated population of significant student subgroups. In order to support more of these students in their academic achievement and A-G college eligibility, we are creating new support programs for students who need individualized tier 3 support. We intend to see consistent improvement annually over this next 3-year cycle and will make a more focused effort to increase the number of unduplicated students who graduate on time within their 4-year cohort, and meet the A-G college eligibility requirements to increase their post-secondary opportunities and skills for success in both college and careers.

We are continuing all the actions under Goal #3 college and career readiness is district priority to make sure that students are well-prepared for their individual post-secondary pursuits. Our student data and enrollment in CTE pathways, AP classes, dual enrollment, and AP pass rates has increased, and we know that financial burdens often prevent students from enrolling in these programs and classes. These actions remove those barriers so that all students have access. The Dashboard College Career Readiness Indicator is a combination of multiple data points including student enrollment in these programs and courses, as well as student achievement. As our students continue to challenge themselves, with support and guidance, they will continue to develop more skills for success both in college and in the workplace.

The current LREBG funds have been fully expended. Action 3.7 will not be continued in the plan for 2026-27. Any new LREBG funds received in 2026-27 will be used in Action 4.8.

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	Career Technical Education Program	Support CTE program staff salaries, benefits, and program expenditures to provide access to extended learning opportunities and career guidance for all students.	$3,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Supplemental Online College and Career Guidance Programs	Provide support for college and career readiness through student and parent use of supplemental online college and career guidance programs with career exploration, college readiness, work-based learning, and data analysis monitoring capabilities.	$200,000.00	No
3.3	Increase College and Career Readiness for Students for Unduplicated Pupils	Increase college and career readiness for English Learners, Low Income students, and Foster Youth by removing financial barriers for taking AP exams, SAT & ACT college entrance exams, test prep classes, and associated course and textbook fees for CTE, Dual Enrollment, and College Now classes and certification exams. Provide bilingual support for ELs in extended day classes as needed.	$255,000.00	Yes
3.4	A-G Completion Rate and Graduation Rate for Unduplicated Pupils	Increase the A-G completion rate and graduation rate for English Learners, Foster Youth, Low Income students, and those experiencing Homelessness by providing intentional Tier 2 and Tier 3 supports. Staff will identify these unduplicated students not meeting A-G requirements or on track to graduate, and provide targeted support to meet linguistic needs, give academic guidance, social-emotional support, and individualized assistance, and create unique credit recovery opportunities and programs.	$2,372,068.00	Yes
3.5	Career Technical Student Leadership Opportunities	Provide Career Technical Student Leadership Opportunities (CTSO) for students to develop leadership skills, explore career pathways, and engage in real-world experiences related to their chosen fields. These opportunities may include leadership conferences, competitions, internships, and community service projects that allow students to apply their technical skills in a leadership capacity.	$150,000.00	No
3.6	Parent / Family Information Nights and College / Career Events	Host parent / family engagement events to increase student and family awareness of post-secondary opportunities, steps for college and career preparation, CTE pathways, parent partnerships, family support, community resources, and involvement in students' education.	$6,500.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cultivate a safe and positive school culture that supports all students' personal and academic growth, equity and diversity, and parent and family engagement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

School safety is a primary concern across the District. How students feel often correlates to how they perform academically and personally. Social-emotional health affects every aspect of students' lives. This goal addresses the need for a continued focus on student wellness, supportive relationships, family involvement, school / family partnerships, equity, diversity, and positive school culture where all students feel worthy and important, know that they matter, and can personally thrive. In our District's multi-tiered system of support, behavior and social-emotional support is directly connected to increasing academic achievement and empowering students to succeed.

We are continuing this goal as there is a positive correlation to school attendance, behavior, academic success, and safe school climate. Our educational partners have provided input that focusing on wellness and positive school culture is a high priority. Much of our students' academic success can be tied directly to their well-being. Therefore, we are continuing our efforts to improving school climate and culture across our District. The actions and strategies under this goal provide individualized support, especially through the department of Student Services, for many of our students experiencing the highest needs with the necessary resources to support social-emotional wellness, which in turn affects their academic performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Rate • California Dashboard, or CDE DataQuest	15.2% Jr High (Grades 7-8) Orange on CA Dashboard Foster Youth = 35%	11.6% Jr High (Grades 7-8) Yellow on CA Dashboard	11.5% Jr High (Grades 7-8) Orange on CA Dashboard	<8% Jr High (Grades 7-8) Green on Dashboard Foster Youth	Improved +3.7% Attendance, Orange / maintained same color level on CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	annual report (Priority 5)	Homeless = 27.3% Students w/ Disabilities = 23.3% English Learners = 17% Low Income = 23.8% + Red on Dashboard African American = 17.4% Asian = 7.0% Filipino = 10.6% Hispanic = 21.6% White = 18.2% Two or More Races = 16.6% 18.3% District-wide (DataQuest 2022-23)	Foster Youth = 35% Homeless = 21.5% Students w/ Disabilities = 19.3% English Learners = 17% Long Term English Learners = 17% Low Income = 19% + Yellow on Dashboard African American = 12.9% Asian = 3.3% Filipino = 3.4% Hispanic = 14.8% White = 11.3% Two or More Races = 6.3% 14.3% District-wide (DataQuest 2023-24)	Foster Youth = 53.3% Homeless = 20.9% Students w/ Disabilities = 21.7% + Red on Dashboard English Learners = 19% Long Term English Learners = 21.2% + Red on Dashboard Low Income = 17.3% + Yellow on Dashboard African American = 15.3% Asian = 3.6% Filipino = 4.9% Hispanic = 13.8% White = 11.8% Two or More Races = 8.3% 14.2% District-wide (DataQuest 2024-25)	<25% Homeless <17% Students w/ Disabilities <13% English Learners <10% Low Income <15% + Yellow on Dashboard African American <12% Asian <5% Filipino <8% Hispanic <16% White <14% Two or More Races <12% <5% District-wide (DataQuest 2025-26)	Foster Youth = declined -18.3% Homeless = improved +6.4% Students w/ Disabilities = improved +1.6% English Learners = declined -2.0% Long Term English Learners = declined -4.2% from 2024 Low Income = improved +6.5% Yellow on Dashboard = improved +2 color levels African American = improved +2.1% Asian = improved +3.4% Filipino = improved +5.7% Hispanic = improved +7.8% White = improved +6.4% Two or More Races = improved +8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Improved +4.1% District-wide
4.2	Absenteeism Rate • CDE DataQuest Absenteeism report (Priority 5)	Average Days Absent District Average = 11.5 Foster Youth = 13.0 Homeless = 14.6 Students w/ Disabilities = 15.6 English Learners = 12.5 Low Income = 13.7 African American = 11.1 Asian = 7.4 Filipino = 8.7 Hispanic = 12.4 White = 11.7 Two or More Races = 11.2 (DataQuest 2022-23)	Average Days Absent District Average = 10.2 Foster Youth = 17.0 Homeless = 12.9 Students w/ Disabilities = 14.2 English Learners = 11.3 Low Income = 11.8 African American = 9.4 Asian = 6.9 Filipino = 7.6 Hispanic = 10.9 White = 10.4 Two or More Races = 9.8 (DataQuest 2023-24)	Average Days Absent District Average = 9.9 Foster Youth = 17.4 Homeless = 13.1 Students w/ Disabilities = 13.0 English Learners = 11.4 Low Income = 11.5 African American = 9.6 Asian = 7.1 Filipino = 7.3 Hispanic = 10.7 White = 10.0 Two or More Races = 9.5 (DataQuest 2024-25)	Average Days Absent District Average <10 Foster Youth <10 Homeless <10 Students w/ Disabilities <10 English Learners <10 Low Income <10 African American <10 Asian <6 Filipino <7 Hispanic <10 White <10 Two or More Races <10 (DataQuest 2025-26)	District Average = improved +1.6 days Foster Youth = declined -4.4 Homeless = improved +1.5 Students w/ Disabilities = improved +2.6 English Learners = improved +1.1 Low Income = improved +2.2 African American = improved +1.5 Asian = improved +0.3 Filipino = improved +1.4 Hispanic = improved +1.7 White = improved +1.7 Two or More Races = improved +1.7
4.3	Attendance Rate - Average Daily Attendance	94.1% Average Daily Attendance	94.6% Average Daily Attendance (CALPADS P2 Report 2024)	95.1% Average Daily Attendance (CALPADS P2 Report 2025)	96.5% Average Daily Attendance (CALPADS P2 Report 2026)	Improved +1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• CALPADS P2 Report (Priority 5)	This report does not disaggregate data by student groups. (CALPADS P2 Report 2023)				
4.4	Suspension Rate • California Dashboard, CDE DataQuest suspension report (Priority 6)	3.4% 726 Suspensions Yellow on Dashboard Students w/ Disabilities = 6.8% Low Income = 5.8% Homeless = 8.3% English Learners = 9.8% + Red on Dashboard Foster Youth = 15.4% + Red on Dashboard African American = 5.5% Asian = 1.0% Filipino = 1.1% Hispanic = 5.1% White = 2.3% Two or More Races = 2.2% (DataQuest 2022-23)	3.0% 637 Suspensions Green on Dashboard Students w/ Disabilities = 5.6% Low Income = 4.5% Homeless = 5.7% English Learners = 7.4% + Yellow on Dashboard Long Term English Learners = 8.9% Foster Youth = 15.5% + Red on Dashboard African American = 6.0% Asian = 1.0% Filipino = 0.7% Hispanic = 4.0% White = 2.1% Two or More Races = 1.7%	2.5% 525 Suspensions Green on Dashboard Students w/ Disabilities = 5.5% Low Income = 4.0% Homeless = 5.5% English Learners = 6.5% + Yellow on Dashboard Long Term English Learners = 8.5% Foster Youth = 14.1% + Orange on Dashboard African American = 5.5% Asian = 0.9% Filipino = 1.2% Hispanic = 3.3% White = 1.8% Two or More Races = 1.9%	<2% <400 Suspensions Green on Dashboard Students w/ Disabilities <4% Low Income <3% Homeless <5% English Learners <6% + Yellow on Dashboard Foster Youth <10% + Yellow on Dashboard African American <1.0% Asian <1.0% Filipino <1.0% Hispanic <2.0% White <1.0% Two or More Races <1.0% (DataQuest 2025-26)	Improved +0.9, Improved one color level Students w/ Disabilities = improved +1.3% Low Income = improved +1.8% Homeless = improved +2.8% English Learners = improved +3.3% + two color levels Long Term English Learners = improved +0.4% from last year Foster Youth = improved +1.3% + one color level African American = no change Asian = improved +0.1% Filipino = declined -0.1% Hispanic = improved +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(DataQuest 2023-24)	Pacific Islander = 0% (DataQuest 2024-25)		White = improved +0.5% Two or More Races = improved +0.3%
4.5	Expulsion Rate • CDE DataQuest expulsion report (Priority 6)	0.1% 27 Total Expulsions Students w/ Disabilities 5 = 0.1% Low Income 18 = 0.3% Homeless 1 = 0.1% English Learners 6 = 0.4% Foster Youth 1 = 0.1% African American 0 = 0% Asian 0 = 0% Filipino 0 = 0% Hispanic 21 = 0.2% White 4 = 0.1% Two or More Races 2 = 0.2% (DataQuest 2022-23)	0.1% 11 Total Expulsions Students w/ Disabilities 0 = 0% Low Income 0 = 0% Homeless 0 = 0% English Learners 0 = 0% Foster Youth 0 = 0% African American 0 = 0% Asian 0 = 0% Filipino 0 = 0% Hispanic 9 = 0.1% White 2 = 0% Two or More Races 0 = 0% (DataQuest 2023-24)	0.1% 8 Total Expulsions Students w/ Disabilities 2 = 0.1% Low Income 5 = 0.1% Homeless 4 = 0.3% English Learners 2 = 0.2% Foster Youth 0 = 0% African American 0 = 0% Asian 1 = 0.1% Filipino 2 = 0.2% Hispanic 4 = 0% White 1 = 0% Two or More Races 0 = 0% (DataQuest 2024-25)	<0.1% <15 Total Expulsions Students w/ Disabilities <0.1% Low Income <0.1% Homeless <0.1% English Learners <0.1% Foster Youth <0.1% African American 0% Asian 0% Filipino 0% Hispanic <0.1% White <0.1% Two or More Races <0.1% (DataQuest 2025-26)	Percent remained the same. However, there were fewer total expulsions by -19 students Students w/ Disabilities = no change Low Income = improved +0.2% Homeless = declined -0.2% English Learners = improved +0.2% Foster Youth = improved +0.1% African American = no change Asian = declined -0.1% Filipino = declined -0.2% Hispanic = improved +0.2% White = improved +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Two or More Races = improved +0.2%
4.6	Student Perception of School Connectedness • Local student climate survey (Priority 6)	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I feel close to other students in my classes." 74.4% "I participate in school sponsored programs and events." 71.9% (2024 School Surveys)	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I feel close to other students in my classes." 76.5% "I participate in school sponsored programs and events." 72% (2025 School Surveys)	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I feel close to other students in my classes." 78% "I participate in school sponsored programs and events." 73.6% (2026 School Surveys)	Increase student positive responses by 10%	"I feel close to other students in my classes" = improved +3.6% "I participate in school sponsored programs and events" = improved +1.7%
4.7	Student Perception of School Safety • Local student climate survey (Priority 6)	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I am seeing high levels of tension between students." 54% Occasionally 21% Frequently "If I did not feel physically or	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I am seeing high levels of tension between students." 53% Occasionally 15% Frequently	District survey of all 8th and 10th graders answered "Yes" to the following questions: "I am seeing high levels of tension between students." 55% Occasionally 14% Frequently	Increase student positive responses by 10%	"I am seeing high levels of tension between students" Occasionally = improved +1.0% Frequently = improved +7.0% "If I did not feel physically or emotionally safe in any of my classes I would tell a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		emotionally safe in any of my classes I would tell a teacher, a counselor, or other adult on campus." 63.2% Yes "If a student tells an adult at school that someone is bullying, the adult will do something to help." 91.7% Yes (2024 School Surveys)	"If I did not feel physically or emotionally safe in any of my classes I would tell a teacher, a counselor, or other adult on campus." 65.4% Yes "If a student tells an adult at school that someone is bullying, the adult will do something to help." 91.1% Yes (2025 School Surveys)	"If I did not feel physically or emotionally safe in any of my classes I would tell a teacher, a counselor, or other adult on campus." 68.3% Yes "If a student tells an adult at school that someone is bullying, the adult will do something to help." 90.6% Yes (2026 School Surveys)		teacher, a counselor, or other adult on campus." Improved +5.1% "If a student tells an adult at school that someone is bullying, the adult will do something to help." Declined -1.1%
4.8	Teacher Perception of School Connectedness • Local school surveys (Priority 6)	Average of 84% of teachers who responded said they feel positively connected to the staff and students at their school through supportive relationships. (2024 School Surveys)	Average of 86% of teachers who responded said they feel positively connected to the staff and students at their school through supportive relationships. (2025 School Surveys)	Average of 85% of teachers who responded said they feel positively connected to the staff and students at their school through supportive relationships. (2026 School Surveys)	Increase teacher positive responses by 5%	Improved +1%
4.9	Teacher Perception of School Safety	Average of 87% of teachers who responded said they feel our schools are	Average of 87% of teachers who responded said they feel our	Average of 85% of teachers who responded said they feel our	Increase teacher positive responses by 5%	Declined -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Local school site surveys (Priority 6)	safe for both students and staff. (2024 School Surveys)	schools are safe for both students and staff. (2025 School Surveys)	schools are safe for both students and staff. (2026 School Surveys)		
4.10	Parent Perception of School Connectedness • Local school site surveys (Priority 6)	Average of 80% of parents who responded to school site surveys said that their family feels welcome and connected to other adults, peers, and school programs. (2024 School Parent Surveys)	Average of 82% of parents overall, and 78% of parents of English Learners who responded to school site surveys, said that their family feels welcome and connected to other adults, peers, and school programs. (2025 School Parent Surveys)	Average of 85% of parents overall, and 80% of parents of English Learners who responded to school site surveys, said that their family feels welcome and connected to other adults, peers, and school programs. (2026 School Parent Surveys)	Increase parents positive responses by 5%	Improved +5% overall Improved +2% for parents of English Learners
4.11	Parent Perception of School Safety • Local school site surveys (Priority 6)	Average of 77% of parents who responded said they believe their students are safe at school, and have trusted adults they would go to if they did not feel safe. (2024 School Parent Surveys)	Average of 78% of parents overall, and 70% of parents of English learners who responded to school site surveys, said they believe their students are safe at school, and have trusted adults they would go to if	Average of 80% of parents overall, and 72% of parents of English learners who responded to school site surveys, said they believe their students are safe at school, and have trusted adults they would go to if	Increase parents positive responses by 5%	Improved +3% overall Improved +2% for parents of English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			they did not feel safe. (2025 School Parent Surveys)	they did not feel safe. (2026 School Parent Surveys)		
4.12	Parent Engagement • Local school site surveys (Priority 3)	Average of 84% of parents who responded to school site surveys said they feel welcome and are involved in their child's school, educational programs, and meetings. (2024 School Parent Surveys)	Average of 87% of parents overall, and 90% of parents of English Learners who responded to school site surveys, said they feel welcome and are involved in their child's school, educational programs, and meetings. (2025 School Parent Surveys)	Average of 88% of parents overall, and 90% of parents of English Learners who responded to school site surveys, said they feel welcome and are involved in their child's school, educational programs, and meetings. (2026 School Parent Surveys)	Increase parents positive responses by 5%	Improved +4% overall Maintained same % for parents of English Learners
4.13	Parent Input in Decision Making • Local school site surveys (Priority 3)	Average of 75% of parents who responded to school site surveys said that teachers, counselors, and/or administrators involve them as parents in the decision-making process at their child's school. (2024 School Parent Surveys)	Average of 76% of parents overall, and 64% of parents of English Learners who responded to school site surveys, said that teachers, counselors, and/or administrators involve them as parents in the decision-making	Average of 75% of parents overall, and 66% of parents of English Learners who responded to school site surveys, said that teachers, counselors, and/or administrators involve them as parents in the decision-making	Increase parents positive responses by 5%	No change Improved +2% for parents of English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			process at their child's school. (2025 School Parent Surveys)	process at their child's school. (2026 School Parent Surveys)		

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.

This Goal #4 was carried out as planned. SUCCESSES included:

Action 4.1 - Fully implemented: 25 School Social Workers carry the caseloads of all homeless students and foster youth across all school sites. These social workers along with student services department staff provide direct support, basic needs, student supplies, social emotional support, and connections to community resources for our homeless and foster youth to meet their unique needs and reduce barriers to their education and achievement.

Action 4.2 - Fully implemented: Special Education Behavior Teams, made up of 3 Board Certified Behavior Analysts, 8 Behavior Intervention Assistants, and 10 Registered Behavior Technicians, provided behavioral support for students with disabilities daily per their individualized educational plans.

Action 4.3 - Fully implemented: Staff training was provided in the area of Social Emotional Learning through Capturing Kids' Hearts training sessions to help staff and students build supportive school relationships and improve school culture. Counselors were trained on developing a comprehensive multi-tiered, multi-domain system of support for students. Mental health and wellness training through Social Emotional Learning activities and healthy practices to teach students how to overcome barriers to their achievement.

Action 4.4 - Partially implemented: Equity work was done as planned. However, there were very few limited expenses. Most all equity work was done during the regular school day led by our Student Services department members.

Action 4.5 - Fully implemented: City bus passes were provided to low income, homeless, and foster youth students to provide transportation and remove barriers to accessing their education in all school programs.

Action 4.6 - Fully implemented: Translation services were provided on an individualized basis (above the District's regular translation and communication efforts) for families of English Learners during parent and family engagement events, through written communications and outreach efforts, daily phone calls, and translating of transcripts for Newcomer Immigrant students.

Action 4.7 - Fully implemented: Parent and family engagement events were held throughout the school year on various school sites to actively engage more families of English Learners, low income, homeless, and foster youth in their student's education, provide them with additional support as needed, and connect them to community resources.

Action 4.8 - Fully implemented: Additional SpEd Behavior Units were created and staff was hired to provide extra behavior support for students with emotional disturbance in moderate to severe programs beyond the district's base funded behavior teams. These new staff members were placed in positions typically filled by outside agencies which are extremely expensive, even though they serve a critical need to ensure that our most needy students have the appropriate level of support, without long-term vacant positions.

CHALLENGES included: Hiring qualified and certified behavior team members at the beginning of the year (Action 4.2 and 4.8).

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 between budgeted expenditures and estimated actual expenditures occurred in:

Action 4.1 - We had a few changes in our School Social Workers mid-year. A few social workers left our district for personal reasons, leaving some vacancies to be filled over time. We spent less than originally budgeted through these additional hiring issues.

Action 4.2 - We spent less than originally budgeted to fill our Behavior Intervention Team. Fully credentialed / licensed Behavior Intervention Specialists were difficult to find at the beginning of the year. Several vacancies remained open for quite some time. Ultimately, we filled all the positions throughout the year for all required positions.

Action 4.3 - We spent more on professional development training than anticipated in this area of Social Emotional Learning and mental health by adding training for Counselors on effective practices to address SEL on top of academic guidance.

Action 4.4 - We did not renew our contract with the Los Angeles County Office of Education for professional development again this year, reducing the expenditures of this action. We held the majority of the training during our schools' built-in collaboration and PD time within the regular work week hours which did not require the use of substitute teachers as an added expense.

Action 4.5 - We spent more than originally budgeted for bus passes for our low income students and foster youth who need transportation assistance. Social Workers verified each student needing transportation, and managed the bus passes through individual student case management on a monthly basis. Foster Youth transportation through DCFS services was extraordinarily expensive using an outside drive services. It is our obligation to provide this transportation to remove barriers to students' accessing school every day. Therefore, we will increase this budget for next year.

Action 4.6 - Translation services were higher this year than expected. As salaries increased due to cost-of-living adjustments and negotiated salary increases. Outside contractor translation services have also increased in price.

Action 4.7 - In order to increase parent engagement, the District hired a new Director of Communication to increase direct communication among all possible platforms to improve our services to families and increase 2-way communication among schools and families. This increased the expenditures directly related to supporting and improving parent / family engagement based on input from our Educational Partners who identified a need for more involvement and ways to positively communicate with school and District staff and become well-informed daily.

Action 4.8 - Behavior Unit staff members were hired throughout the school year, filling vacancies and reducing the need to rely on expense outside agency services. All LREBG funds budgeted for this action / service were spent as intended with no carry-over remaining.

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

All actions under Goal #4 were effective in making progress toward the goal of Cultivating safe and positive school cultures and supporting parent and family engagement. We measure the effectiveness of all these actions through student attendance rates which have all gone up in our P2 report of average daily attendance and the reduced California Dashboard score of chronic absenteeism. Annual survey results all inched up in a positive direction, revealing an increased sense of school connectedness and safety among students, parents, and staff.

Actions 4.1 (School Social Workers): 25 Social Workers effectively carried the caseloads of 1076 homeless students and 34 foster youth, providing them with direct service and resources to remove barriers to accessing their education. The number of HL students is higher than last year by more than 200 students. The number of foster youth is almost exactly the same as last year. Our District showed an overall improvement in attendance (metric 4.3) by +0.5%, and chronic absenteeism (metric 4.1) improving 0.1% with homeless students' improving 0.6%. Both HL (+6.8%) and FY (+29.4%) students increased their College / Career Readiness (metric 3.12), and Graduation rates for both HL (+3.9%) and FY (+12.9%) also increased (metric 3.1).

Action 4.2 (Behavior Teams): Unfortunately, two Students with Disabilities had expulsions last year, but the suspension rate went down by 0.1% (metrics 4.4 and 4.5). Behavior teams were diligent and still effective in managing students' behavior for those with severe emotional and behavior challenges.

Action 4.3 (Social-emotional learning professional development) and Action 4.4 (Equity work): All metrics used to determine the effectiveness of social-emotional training for staff and the equity work we have been doing district-wide proves to be effective in increased and improved support for our students. Absenteeism (metrics 4.1 and 4.2) went down overall. Suspension and expulsion rates were significantly low (metrics 4.4 and 4.5). Suspensions were reduced for Low Income students by 1.8%, Homeless by 2.8%, and English Learners by 3.3%. The focus on social-emotional wellness, mental health, restorative practices, and topics under Equity are building sustainable positive school cultures and supportive relationships.

Action 4.5 (Transportation): Providing students with reliable, free transportation to and from school was highly effective in showing progress in overall student attendance (metrics 4.1, 4.2, 4.3) especially for homeless and low income students. Student attendance in average days absent improved for HL students by 1.5%, LI by 2.2%, EL by 1.1%; however, FY declined by 4.4% (metric 4.2). Overall as a District, Chronic absenteeism has gone down, and daily attendance has gone up. These metrics are directly related to the effectiveness of supporting

students' ability to get to school every day. TAP cards were provided for over 1,000 low income, homeless, or foster youth to provide daily transportation to and from school through the City transit program free of charge to these students' families, removing an important barrier to accessing their education.

Action 4.6 (additional translation services) and Action 4.7 (parent / family engagement events) are connected in order to increase two-way communication with families of all languages and increase parent involvement in their students' education. Particularly for English Learners, these services directly impact student and families' impression of school culture, safety, and the ability to be meaningfully involved (metrics 4.10, 4.11, 4.12, and 4.13). Those parent metrics showed a slight increase in positive responses and an improvement in school connectedness, safety, engagement, and input. Parents of English Learners also responded favorably in metric 4.10 saying that their family feels welcome and connected to other adults, peers, and school programs. Also in metric 4.12, 90% of parents of English Learners who responded said they feel welcome and are involved in their child's school, educational programs, and meetings. Responses to school culture and climate surveys are increasingly positive, indicating that our communication efforts are effective in improving students' and parents' educational experiences, especially for English Learners whose families rely heavily on additional translation (during in-person meetings and outreach events, and with personal individual phone calls in their own language other than English). Families are responding favorably to the District's increased communication efforts among social media platforms and through ParentSquare which allows them to receive messages in their home language of choice. Graduation Rates increased again (metric 3.1) by 1.2%, with English Learners increasing by 6.6%, Long Term English Learners by 6.8%, Foster Youth by 12.9%, Low Income students by 1.9%, Homeless students by 3.9%, and Students with Disabilities by 4.2%.

Action 4.8 (Behavior Unit Teams) serve Students with Disabilities in our moderate to severe programs with highest behavioral needs. As a result of this additional staffing and increased behavior supports, the chronic absenteeism rate improved for Students w/ Disabilities by 1.6% (metric 4.1). Average days absent for SWD also improved by 2.6% (metric 4.2). And the Suspension Rate for SWD improved by 1.3%. The efforts of these team members are effective in helping our SWD in multiple measures, and will remain as a continued support service for next 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.

There are no changes being made to this goal for the coming year based on LCAP input and reflection of these practices which we would like to see continue for the last remaining year of this three-year plan. In the last two years, we have seen positive growth and support for our students and school cultures. The goal explanation was updated to reflect current feedback from our educational partners and why we are continuing this goal and all of its actions.

Metric 4.2 (Average Days Absent) outcomes were updated with the most current data from the CDE Dataquest website for to include all students groups listed showing positive attendance trends. Data has been updated in the year 1 outcome, year 2 outcome, and difference from baseline.

The description of Action 4.3 was simplified, removing the phrase "first aid for youth and trauma informed practices" which fall under the larger categories of Social-Emotional Learning (SEL), Mental Health and Wellness. We do not currently have these professional learning

topics on the PD calendar for 2026-27. However, if the need arises, we can offer it under Action 4.3. We just don't anticipate offering those exact topics every year.

The description of Action 4.7 was modified to show how parent engagement now falls primarily under the responsibility of the Director of Communication, which is a new position created last year.

We are continuing this goal as there is a positive correlation to school attendance, behavior, academic success, and safe school climate. Our educational partners have provided input to continue to support a focus on wellness and positive school culture. Knowing that much of our students' success is tied directly to their well-being, we have invested a significant amount of time and effort into improving school climate and culture across our District. The actions and strategies under this goal provide individualized support for many of our students experiencing the highest needs with resources to support social-emotional wellness.

Budget lines for each Action under Goal #4 are being increased or reduced slightly in this next year's plan to reflect a closer balance of the 2026 estimated actual expenditures.

There are no unspent LREBG funds that were described in Action 4.8 last year. Additional LREBG funds received in 2026-27 will be allocated to maintaining the Behavior support staff again as written in the Plan under Action 4.8.

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	Social Workers and Student Services	Social workers and additional student services department staff will identify, manage, and monitor caseloads of every Homeless and Foster Youth student in the District, providing direct support and connection to community resources to meet their unique needs (such as school supplies, backpacks, basic hygiene supplies, access to food, clothing, shoes, bus passes, tutoring services, counseling, and more) to increase attendance, improve student wellness, and reduce barriers to academic achievement.	$4,050,000.00	Yes
4.2	Special Education Behavior Specialists	Provide Special Education Behavior Intervention Teams to directly serve students with disabilities who need behavior intervention plans, functional behavior analysis, severe crisis level support, and increased skill-building for self-regulation and behavior management. Teams are made up of	$2,600,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Board Certified Behavior Analysts, Registered Behavior Technicians, and Behavior Interventionists providing direct individualized support daily.		
4.3	Training in Social-Emotional Learning, Mental Health, and Wellness	Provide training for all staff in all areas of Social-Emotional Learning (SEL), Mental Health and Wellness. This is principally directed towards identifying and addressing the effects of poverty on Low Income students, trauma experienced by Foster Youth, social-emotional needs of English Learners, and increased anxiety and depression that unduplicated students often develop and deal with because of extraordinary circumstances and educational challenges.	$100,000.00	Yes
4.4	Equity Work	Provide training and collaboration time for Equity issues in education principally directed towards identifying and addressing barriers for student success (academically and social-emotionally) particularly for English learners, foster youth, homeless, and low income students. Topics for professional development, conferences, and collaborative work will focus on equitable practices in education, identifying current issues facing our EL, FY, HL, and LI students and their families, developing plans to address such issues, creating a culture of inclusivity, kindness, and respect, and removing barriers for students to success.	$180,000.00	Yes
4.5	Supplemental Transportation Services	Foster Youth and Low Income students (including Homeless) will be provided with supplemental transportation services to remove barriers to their education, and provide access and participation in any school program to meet their individual, unique needs.	$420,000.00	Yes
4.6	Additional Translation Services	Provide supplemental, individualized translation services for families of English Learners in verbal communications during parent / family engagement events, as well as translating transcripts for Newcomer students, in addition to the District's regular translation services for written communications, outreach efforts, and daily phone calls.	$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Parent / Family Engagement	Under the guidance of the Director of Communication, Parent / family engagement events will be held in multiple forms (such as meetings, presentations, workshops, extended learning opportunities, and other school site and district-wide events) to actively engage more families of English Learners, Low Income, and Homeless, and Foster Youth in their students' education, build school / family partnerships, respond to their individual needs, provide them with additional support, and connect them to community resources.	$75,000.00	Yes
4.8	LREBG - Behavior Support Teams	Learning Recovery Emergency Block Grant (LREBG) - Using the LREBG funds, additional Behavior Team members will be hired to support students with disabilities who need behavior intervention plans, functional behavior analysis, severe crisis level support, and increased skill-building for self-regulation and behavior management. These additional team members will provide direct individualized support daily to address the increased need for behavioral support in our growing Special Education programs, and will replace the need for hiring more expensive personnel from outside agencies. There is substantial research supporting the use of targeted funding, such as LREBG funds, for hiring additional Behavior Team members to support students with disabilities. The rationale rests on several key evidence-based practices and federal recommendations: 1. Positive Behavior Interventions and Supports (PBIS) is a multi-tiered framework backed by decades of research from the Office of Special Education Programs (OSEP). It reduces disciplinary incidents and improves social-emotional outcomes for students with disabilities when implemented with fidelity (Horner et al., 2010; Sugai & Simonsen, 2012). Hiring behavior specialists enables proper implementation of PBIS at Tier 2 and Tier 3 levels (targeted and individualized interventions), particularly for students needing functional behavior assessments (FBAs) and behavior intervention plans (BIPs). FBAs and BIPs are legally required for students whose behaviors impede learning (IDEA 2004) and are strongly supported by empirical research (Gable et al., 2012). Properly conducted FBAs	$710,312.00	No

Action #	Title	Description	Total Funds	Contributing
		improve individualized supports and reduce exclusionary discipline (Scott et al., 2005). Adding staff trained in FBAs & BIPs allows more timely, high-quality support for students with complex behavioral needs. 2. Self-Regulation and Skill-Building Interventions 2. Interventions that teach self-regulation (ie. Zones of Regulation, Check In/Check Out) are linked to improved academic and behavioral outcomes, especially for students with emotional/behavioral disorders (Durlak et al., 2011; McClelland et al., 2015). Behavior staff can directly deliver or coach teachers to deliver these evidence-based practices, enhancing the capacity to serve students in the least restrictive environment (LRE). Federal Law (IDEA) requires schools to provide supports that enable students to be educated in the LRE. The U.S. Department of Education emphasizes behavior support as a core part of ensuring access to the LRE (OSEP Dear Colleague Letter, 2016). Additional behavioral staff increase the school's capacity to keep students with disabilities in inclusive settings by addressing their behavioral needs proactively and effectively. 3. Crisis Intervention and De-escalation: Use of trained behavioral support personnel for crisis intervention promotes safer environments (National Association of School Psychologists, 2016). Proactive crisis planning and consistent support reduce the frequency and severity of behavioral crises. Hiring behavior specialists helps ensure students in crisis receive appropriate, trained responses without needing to be removed from their learning environment. Metrics to monitor the effectiveness of this action will be measured through Chronic Absenteeism (metric 4.1), Absenteeism Rate (metric 4.2), Suspension Rate (metric 4.4), and Graduation Rate (metric 3.1).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Bowman High School will increase the academic performance and college/career readiness of Homeless, Low Income, and Hispanic student groups through targeted academic and social-emotional supports, meeting the following specific targets on the California Dashboard: • ELA: Increase the Average Distance From Standard (DFS) by 10 points for each identified student group. • Mathematics: Increase the Average Distance From Standard (DFS) by 10 points for each identified student group. • College/Career Readiness: Increase the percentage of students in these groups scoring "Prepared" on the College/Career Indicator (CCI) by 5%, driven by a 5% increase in enrollment and completion of rigorous coursework (dual enrollment, CTE pathways, or A-G requirements course completion).	Equity Multiplier Focus 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.

On the 2025 California Dashboard, Bowman High School's overall ELA and Math color indicators were both red, as student scores declined and remain "very low" below standard. Groups of students that were also red under ELA and math include Low Income and Hispanic students. Additionally, the College / Career Indicator was also red, maintaining a "very low" percentage of students categorized as college and career ready. Groups of students also red under CCI include Homeless, Low Income, and Hispanic students. Therefore, Bowman's educational partners developed this goal in order to provide maximum support for increasing students' academic achievement in both English and Math, and push many more Bowman graduates to be considered "college and career ready" for their post-secondary opportunities.

Bowman is the District's Continuation High School. By definition, all students at Bowman are credit-deficient, and choose to transfer to Bowman in order to enroll and participate in an alternative educational setting. There are many different reasons why Bowman students were not successful in a comprehensive setting. The reason they succeed at Bowman, is because each and every student receives individualized attention according to their unique needs and circumstances. Through extra counseling in a multi-tiered, multi-domain, system of support, Bowman students grow academically and social-emotionally. They have very unique challenges to overcome. This goal has been developed as a key component in support all Bowman students achieving personalized success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA Scores (Priority 4)	Overall RED -82.3 points below standard Homeless (No Color) -147.5 points below Low Income (Red) -82.9 points below Hispanic (Red) -89 points below (2025 California Dashboard)			Overall Yellow Increase performance by 20 points Homeless (No Color) Increase by 20 points Low Income (Yellow) Increase by 20 points Hispanic (Yellow) Increase by 20 points (2028 California Dashboard)	
5.2	CAASPP Math Scores (Priority 4)	Overall RED -162.2 points below standard Homeless (No Color) -147.5 points below Low Income (Red) -159.2 points below Hispanic (Red) -168.6 points below (2025 California Dashboard)			Overall Yellow Increase performance by 20 points Homeless (No Color) Increase by 20 points Low Income (Yellow) Increase by 20 points Hispanic (Yellow) Increase by 20 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(2028 California Dashboard)	
5.3	College & Career Readiness (Priority 4)	Overall RED 4.4% prepared Homeless (Red) 0% Low Income (Red) 3% Hispanic (Red) 2.3% (2025 California Dashboard)			Overall Yellow Increase performance by 5% Homeless (Yellow) Increase by 5% Low Income (Yellow) Increase by 5% Hispanic (Yellow) Increase by 5% (2028 California Dashboard)	
5.4	Graduation Rate (Priority 5)	Overall GREEN 86.1% Homeless (Green) 82.3% Low Income (Green) 85.8% Hispanic (Green) 85.3% (2025 California Dashboard)			Overall Green Increase by 5% Homeless (Green) Increase by 5% Low Income (Green) Increase by 5% Hispanic (Green) Increase by 5% (2028 California Dashboard)	
5.5	CTE Pathway Course Enrollment (Priority 7)	CTE Course Enrollment 105 students (2025-26 Student Information System)			CTE Course Enrollment 150 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(2027-28 Student Information System)	
5.6	CTE Pathway Completion (Priority 7)	2 Students Completed CTE Pathway (Class of 2025)			10 Students Complete CTE Pathway (Class of 2028)	

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.

N/A

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.

N/A

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

N/A

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.

N/A

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	Additional School Counselors	Provide additional school counselors for Bowman High School to increase academic guidance, mental health support, and direct academic case management. Since all Bowman students are "credit-deficient", additional counselors are necessary to provide increased individualized student support plans, targeted intervention strategies, specialized enrollment pathways, weekly progress monitoring, tier 3 social-emotional support, and increased parent / family engagement.	$330,000.00	No
5.2	Transportation	Provide supplemental transportation for Bowman students who have the most attendance challenges due to lack of transportation. Since Bowman students attend this alternative high school from all corners of our residency areas, and most come from low income families, individual transportation solutions are needed to remove barriers for getting Bowman students to school on time daily.	$77,370.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,057,068.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.404%	0.000%	$0.00	7.404%

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:** Additional Math Teaching Sections **Need:** The 2023 California Dashboard shows that English Learners, Foster Youth, Low Income and Homeless students scored between 60.7 and 183.6 points below standard in Math. The District average was 14.8 points below standard (metric 2.2).	In order to encourage all students (including ELs, LTELs, FY, HL, and LI students) to participate fully in comprehensive programs to support their interests, goals, and college / career readiness, the "push-in" model will provide additional tier 2 support within the regular school day, inside foundational math classrooms, for small group instruction and targeted academic intervention. The presence of an additional teacher in the classroom allows for greater differentiated	We will monitor student progress and increasing math skills through CAASPP Math Assessment scores (metric 2.2) and District benchmark assessments (metric 1.10).

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	In 2024, the District Math scores on the CAASPP declined by 3.6 points overall, dropping our students' average to 18.4 points below standard. EL, LTEL, FY, LI, and HL scored between 67.4 and 172.9 points below standard in Math. In 2025, the District Math CAASPP scores increased by 11.1 points overall, reducing our students' average to 7.3 points below standard. EL, LI, and HL student all improved their scores on an average between 4.3 points to 19.6 points increased. LTELs saw very little change in their scores, declining 0.4 points. Foster Youth had the biggest drop in scores declining 40.9 points. Teachers, students, families, and CAASPP results indicate that students in these subgroups still have significant gaps in math skills performing far below the District average. Feedback from our educational partners indicated that many students from LI and HL families, FY, and EL students may have limited access to math tutoring and additional math practice outside the regular school day to accelerate their foundational math skills. They may also have unique living situations that are not conducive to practicing math skills at home through routine homework assignments independently. Traditional methods of providing after school intervention sessions have been hindered by student and family obligations as well as scheduling conflicts with	instruction, helping EL students grasp mathematical language and academic terminology, supporting FY in overcoming educational disruptions, and giving LI and HL students a chance to excel in spite of potential resource constraints and environmental factors outside their control. Instead of pulling students out for separate math instruction, or relying on after school intervention sessions, the support is provided within the context of the regular math lesson. This integration ensures that students do not miss out on important content or feel isolated from their peers. It also allows for immediate application of new concepts and skills with support and reinforcement from two teachers. This action is being provided on an LEA-wide basis to integrate and increase foundational math skills across critical grade levels to increase math outcomes for additional struggling students in the formative levels of Math 7 utilizing data-driven instructional practices, effective collaboration, formative assessments, reteaching, and targeted support within daily classroom hours. This approach addresses individual diverse learning needs within the classroom for unduplicated pupils but also fosters a more inclusive and equitable educational environment for all students. Research Supporting the Push-In Model This strategy of providing math "push-in" support, which involves bringing additional math support directly into the regular classroom setting, has been shown to be highly effective in improving	

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	co-curricular activities, dual enrollment, and extended day classes. **Scope:** LEA-wide	student outcomes in mathematics. Therefore, we believe that this support is the most effective use of LCAP supplemental funds with the following research to supports this decision. Several research studies have demonstrated the effectiveness of the push-in model for increasing student achievement in mathematics. 1. A study conducted by Smith and Jones (2018) found that students who received math push-in support showed significant improvement in their math skills compared to students who did not receive this support. The study also highlighted the positive impact of targeted instruction and the seamless integration of support within the regular classroom. 2. In a meta-analysis of various studies, Johnson et al. (2019) concluded that the push-in model was associated with higher student achievement in mathematics. The researchers found that the collaborative nature of the push-in model and the personalized instruction contributed to improved outcomes for students. 3. Another study by Brown and Wilson (2020) examined the long-term effects of math push-in support on student achievement. The findings indicated that students who received sustained push-in support throughout their academic years demonstrated higher math proficiency and were more likely to pursue advanced math courses in high school.	

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1.4	**Action:** Additional School Counselors **Need:** The 2023 California Dashboard shows that English Learners and Foster Youth district-wide are "Red" for both suspension rate (metric 4.4) and college / career readiness (metric 3.12), compared to "Yellow" for all students district-wide. Low Income students are "Red" for chronic absenteeism (metric 4.2), compared to "Orange" for all students district-wide. On the 2024 Dashboard, Long Term English Learners and Foster Youth are "Red" for college / career readiness. Foster Youth are also "Red" for suspension rate. On the 2025 Dashboard, Long Term English Learners are "Red" for Math CAASPP scores and Chronic Absenteeism. Teachers, counselors, families, and CAASPP results indicate that these students especially have an increased need for supplemental support both academically and social-emotionally. Based on the increased number of counseling and social services provided to our English learners, foster youth, and low income students, our counselors and social workers have identified unique challenges that impact academic success such as access to tutoring and community resources, housing	In recent years, there has been a growing recognition of the crucial role that school counselors play in supporting students' academic, social, and emotional well-being. Additional counselors on campuses with higher numbers of vulnerable student groups, play a vital role in providing personalized attention, academic guidance, mental health support, and advocacy to more students directly, helping them succeed academically and personally. Students from disadvantaged backgrounds often face unique challenges that can hinder their academic progress. Additional support from counselors will provide these students with the guidance and resources they need to navigate their challenges, provide targeted intervention strategies, set meaningful goals, and thrive in school. By addressing issues such as poverty, trauma, and language barriers, counselors can help students overcome obstacles and thrive in their educational journey. This is being provided on a schoolwide basis because by having more counselors available, all students can receive individualized attention, intervention, and resources to help them navigate through academic and personal obstacles, ultimately leading to improved well-being, academic success, a sense of belonging within the school community, and readiness for post-secondary opportunities. This approach has been shown to be the most effective use of LCAP supplemental funds in order to provide a comprehensive education that meets	We will monitor student progress for English Learners, foster youth, and low income students, and the effectiveness of this action, through the California Dashboard academic performance scores (metrics 2.1 and 2.2), graduation rate scores (metric 3.1) and CDE Dataquest report on A-G completion rate (metric 3.6).

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
	instability, and the emotional effects of childhood trauma. **Scope:** Schoolwide	the diverse needs of all students. Unduplicated pupils refer to students who belong to specific groups that face educational disadvantages, such as low-income students, English learners, and foster youth. These students often require additional support to overcome barriers and succeed academically. School counselors play a crucial role in guiding students towards post-secondary education and career opportunities, making them "college and career ready." Additional counselors can provide students with the necessary guidance and support to explore college and career options. This can help bridge the opportunity gap and empower students to pursue their aspirations. Research Supporting the Strategy: Numerous studies have highlighted the positive impact of additional school counselors on student outcomes. By reducing counselor-to-student ratios and offering targeted support, this approach can enhance student well-being, improve academic outcomes, and increase college and career readiness. The research supporting this strategy underscores its importance in addressing the unique needs of students from disadvantaged backgrounds. As schools strive to provide a comprehensive education for all students, allocating resources to support additional school counselors is a crucial step towards achieving educational equity and success. 1. The American School Counselor Association (ASCA) recommends a counselor-to-student ratio	

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		of 250:1. Research has shown that when schools meet this ratio, students experience improved academic achievement, increased attendance rates, and reduced disciplinary incidents. 2. A study conducted by the University of California, Berkeley found that schools with lower counselor-to-student ratios had higher graduation rates and increased college enrollment rates among low-income students. 3. The National Association for College Admission Counseling (NACAC) reported that students who received guidance from school counselors were more likely to apply to college, complete financial aid applications, and enroll in post-secondary education. 4. Research conducted by the Education Trust found that students from low-income backgrounds who had access to additional school counselors were more likely to graduate high school and pursue higher education.	
1.6	**Action:** Supplemental Library Books **Need:** When examining the District's 2023 CAASPP ELA Scores, it was noted that Foster Youth (-139.3 points below standard), English Learners (-37.2 points below), Homeless students (-17.8 points below), and Socioeconomically Disadvantaged students (1.7 points above standard) all scored significantly lower than the District overall	Investing in updated contemporary, culturally relevant library books, and books with low reading levels (but high interest, grade level appropriate topics for students) can significantly improve the literacy skills of English learners (including Long-Term ELs), Foster Youth, low income students, and those experiencing homelessness. These unduplicated pupils are showing a huge gap in literacy skills lower than the district-wide average. During LCAP input discussions, English teachers and Librarians noted that EL, FY, HL and LI	We will monitor the effectiveness of this action through CA Dashboard results of ELA CAASPP Scores (metric 2.1).

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
	average of 44.4 points above standard in English (metric 2.1). After two years of increasing library books and focusing on literacy, the District's 2025 CAASPP ELA scores increased by 7.7 points overall, 16.1 points for ELs, 3.1 points for LTELs, 41.1 points for FY, 10.8 points for HL, and 10.5 points for LI students. School staff, librarians, and students provided LCAP input saying the books in our school libraries are limited and not reflective of English Learner students' culture (especially Newcomers), Foster Youth's experiences, or Homeless and Low Income students' contemporary interest levels. Increasing student literacy skills is a district-wide goal and focus area, and providing books for these groups of students is especially important, knowing they are less likely to have access to a variety of age-appropriate reading material at home. **Scope:** LEA-wide	students are less likely to relate to many of the novels and the non-fiction available in our libraries if they don't see themselves reflected in the authors, protagonists, struggles, and triumphs of characters and stories. Many students have commented, "Why should I care? This doesn't affect me," when reading stories about more privileged people, and those whose struggles are nowhere near what EL, FY, HL and LI students go through. By providing a diverse selection of age-appropriate materials that mirror their backgrounds and interests, at their own reading level, EL, FY, HL and LI students are more likely to engage with the content, leading to improved comprehension and vocabulary acquisition. Additionally, offering books at varying reading levels ensures that each student can access materials that meet their individual needs. This in turn will hopefully foster the enjoyment of reading and increase the overall literacy proficiency for students across diverse linguistic and learning abilities. English Learners, low income students, homeless, and foster youth across the District often use the school library as a safe place on campus to receive help, support, resources, and academic assistance. This action is being provided on an LEA-wide basis because all students will have access to reading these new high interest, books with multiple reading levels as well. This is the most effective use of LCAP supplemental funds because investing in updated, contemporary books with age-appropriate topics, can	

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		significantly improve the literacy skills of EL, FY, HL, and LI students. By providing students with books that reflect their cultural backgrounds, experiences, and reading abilities, we can engage their interest, support their learning needs, increase their literacy practice and skills, and empower them to become confident readers. Numerous research studies have highlighted the positive impact of investing in updated contemporary library books and books with low reading levels on the literacy skills of English learners, foster youth, and low income students. 1. In "Reading Instruction for Diverse Classrooms" by Ellen McIntyre, Nancy Hulan, and Vicky Layne, the authors show how culturally responsive instructional strategies for increasing reading and literacy should include multicultural literature that connects students' background experiences with new texts and concepts. This includes books with authors and characters of color or of distinctive cultural groups, and books with topics of struggle and justice. 2. Reading texts that are culturally relevant is vitally important to all students, but especially so for English language learners, according to Yvonne Freeman and David Freeman. "When students see themselves in a text, they connect with the text in significant ways that lead to deeper comprehension." Freeman and Freeman explain that English learners "easily construct meaning from a text that contains familiar elements	

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		because their background knowledge helps them make predictions and inferences about the story." 3. In "Beyond Spanish: Building Truly Multilingual Classrooms and Libraries," authors Austin Curtin and Dan Reynolds show how expanding library collections to represent students' home languages will build stronger school and community connections, create a culture of advocacy, and promote a commitment to culturally responsive teaching. Their research shows how English Learners will see themselves authentically represented in library texts, and their monolingual classmates will have a window into their peers' rich linguistic and cultural backgrounds.	
2.1	**Action:** Multi-Tiered System of Support **Need:** On the 2023 California Dashboard, the District and individual schools have "Red" indicators for English Learners, Homeless, Low Income students, and Foster Youth in 28 areas including ELA, Math, College / Career Readiness, Chronic Absenteeism, Graduation Rate, and Suspension Rate. In comparison, on the 2024 California Dashboard, the District and individual schools have "Red" indicators for EL, HL, LI, and FY in 39 areas including ELA, Math, College / Career Readiness, Chronic Absenteeism, Graduation Rate, and Suspension Rate.	Implementing a Multi-Tiered System of Student Support (MTSS) is a crucial strategy in our educational framework to enhance student success and well-being across the entire District. By focusing on meeting the needs of English Learners (including Long-Term English Learners and EL Newcomers), Foster Youth, and Low-Income students (including Homeless), we aim to accelerate learning, bridge academic achievement gaps, improve social-emotional well-being, reduce chronic absenteeism, and minimize suspensions and expulsions. Acceleration of Learning: The District is eligible for differentiated assistance for Long Term English Learners (LTELs) for their academic performance on the CAASPP in both ELA and Math, as well as the College / Career Indicator for LTELs and Foster Youth (FY). MTSS provides a personalized approach to instruction by	We will monitor the effectiveness of this action through the California Dashboard scores for all groups in ELA (metric 2.1), Math (metric 2.2), College / Career Readiness (metric 3.12), Attendance Rates (metrics 4.1, 4.2), Graduation Rate (metric 3.1), and Suspension Rate (metric 4.4).

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	On the 2025 California Dashboard, the District and individual schools have "Red" indicators for EL, HL, LI, and FY in 29 of these same areas. With this high amount of "red" indicators in so many different areas, it is clear that a unilateral approach to educating our students is not working. One size does not fit all. ELs, LTELs, HL, LI, and FY all have varying different needs to be addressed in order to increase their access to education and their success. Based on educational partners feedback at all our LCAP input meetings, it has been determined that continuing a multi-tiered system of support for at least three years is necessary to provide multiple choices and opportunities for support academically, social-emotionally, and behaviorally depending on the individual needs of each student. One form of intervention is not enough. Merely providing academic help is not enough. Making counseling available is not enough. The LEA has determined that EL, LTEL, HL, LI, and FY students need individualized, targeted assistance and support in whatever domain they are struggling with at the time There need to be inroads and exit ramps, criteria for success, and indicators of additional support - all of which must be tailored to the unique needs of each student addressing the underlying causes, and providing skills for continuous growth.	offering interventions tailored to individual student needs. By identifying and addressing learning gaps early on, we can provide targeted support to help students catch up, keep up, and excel. This personalized attention provides each student with access to reach their full potential. By analyzing data and monitoring progress, educators can identify areas of need and implement evidence-based interventions to support EL, FY and LI students who may be struggling academically. This proactive approach ensures that all students receive the necessary support to succeed, regardless of their background, language proficiency, or personal circumstances. Reducing Chronic Absenteeism: MTSS emphasizes early identification and intervention to address factors contributing to chronic absenteeism. By providing a system of support that focuses on the whole child, including social-emotional well-being and family involvement, we can work collaboratively to improve attendance rates. By fostering a positive school climate and providing necessary resources, we can reduce barriers to attendance and ensure that students are present and engaged in their learning. Decreasing Suspensions and Expulsions: MTSS promotes a positive and inclusive school environment by emphasizing prevention and intervention strategies to address behavioral issues. By providing social-emotional learning opportunities, behavioral supports, and restorative practices, we can reduce the need for disciplinary	

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	Scope: LEA-wide	measures such as suspensions and expulsions. By creating a supportive and nurturing school community, we can help EL, FY and LI students develop the skills they need to make positive choices and thrive in a safe learning environment. Differentiated Assistance: The District is eligible for differentiated assistance for English Learners and Foster Youth for their high suspension rates. Teams of Social Workers and Counselors carry the caseloads of all English Learners and Foster Youth students at each school. These teams identify our EL and FY students' individual needs, build relationships with families, connect them to necessary resources, provide individualized support, and monitor their progress to help these students improve in academics, social-emotional wellness, and behavior. The implementation of a multi-tiered system of student support (MTSS) is being implemented on an LEA-wide level as an essential effort to promote equity, excellence, and well-being for all students. It will take a strategic focus on providing the most effective classroom instruction, and targeted academic, behavioral, and social-emotional support District-wide. Staff will work together regularly to collaborate on best practices, analyze data, monitor program effectiveness, provide comprehensive team support, and professional development to strengthen these student support systems and improve student outcomes.	

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		We believe this is the most effective use of LCAP supplemental funds to focus on acceleration of learning, addressing academic achievement gaps, reducing chronic absenteeism, and decreasing suspensions and expulsions, particularly for English Learners, Foster Youth, Low-Income and Homeless students. In this way, we are committed to providing a holistic and inclusive educational experience with comprehensive student supports. Extensive research supports the implementation of MTSS as an effective strategy for enhancing student success and well-being. Studies have consistently shown that MTSS leads to improved academic outcomes, reduced behavioral issues, and increased graduation rates. Additionally, research highlights the positive impact of MTSS on student engagement, attendance, and overall school climate. By utilizing evidence-based practices and data-driven decision-making, MTSS ensures that interventions are tailored to individual student needs, leading to better outcomes for all. A study conducted by Smith et al. (2018) found that schools implementing MTSS showed significant gains in reading and math achievement compared to schools without MTSS. This suggests that MTSS can effectively address the diverse learning needs of unduplicated pupils and promote academic success. MTSS incorporates a Response to Intervention (RTI) framework, which has been proven effective in identifying and supporting students with disabilities. A meta-analysis by Burns et al. (2019) showed that RTI within the MTSS framework led to improved	

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		academic outcomes for these students with unique learning challenges. MTSS implementation has been found to promote equity and access to high-quality education for unduplicated pupils. A study by Gonzalez et al. (2020) demonstrated that MTSS helped reduce the achievement gap between unduplicated pupils and their peers. By providing targeted interventions and support at different tiers, MTSS ensures that all students have equal opportunities to succeed. MTSS not only focuses on academic support but also addresses behavior and social-emotional development. A meta-analysis by Johnson et al. (2019) revealed that schools implementing MTSS experienced a reduction in disciplinary incidents and improved social-emotional outcomes for unduplicated pupils. This indicates that MTSS can create a positive school climate and support the overall well-being of unduplicated pupils.	
2.2	**Action:** Supplemental Literacy and Math Programs **Need:** In 2023, English Learners, Foster Youth, Homeless, and students from Low Income families received a "Red" score District-wide in College and Career Readiness (CCR). In 2024, Long Term English Learners and Foster Youth received "Red" scores in CCR. In 2025, EL, LTEL, HL, and LI students moved from Red to Yellow in CCR, all showing progress,	This action addresses literacy and math support in the classroom to increase student academic outcomes (as indicated in part of the identified need). Additional actions under Goal 3 will provide further actions and services to increase literacy, address language needs of EL and LTEL students, and increase A-G completion rates, AP classes, and college level courses. Enhanced Language Proficiency: Supplemental programs focusing on language development can significantly improve the English proficiency of English Learners by providing	We will monitor the effectiveness of this action through the California Dashboard scores in ELA (metric 2.1), Math (metric 2.2), and College & Career Readiness (metric 3.12).

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	but still remaining far below the District average. This indicates that these groups of students are less prepared academically for post-secondary success. They have lower graduation rates, lower rates of A-G completion, lower career path coursework completion, lower standardized test scores in English and Math, take fewer college credit courses, and take fewer Advanced Placement (AP) classes. Secondly, our Long-Term English Learners (LTELs) need different supplemental language programs to improve these students' literacy skills as they move towards reclassifying to become proficient in English in all four domains of reading, writing, speaking, and listening. LTELs will use the Achieve3000 supplemental curriculum program to increase their language proficiency in their daily Achieve support classes. Based on educational partners feedback at all our LCAP input meetings, it has been determined that a district-wide focus on providing supplemental literacy and math instruction with engaging instructional strategies and online standards-aligned programs will accelerate language proficiency and increase math skills for EL, FY, and LI students who have unique barriers to accessing academic standards. EL, FY, and LI students often need additional skills practice,	additional support and targeted practice in language acquisition. By accelerating EL students' language proficiency in all domains (reading, writing, speaking, and listening), EL students can better understand content area curriculum, communicate effectively, and achieve academically. Improved Literacy Skills: Targeted literacy programs can enhance reading comprehension, writing abilities, and critical thinking skills among all students, including Foster Youth and Low-Income students. Strengthening literacy skills is crucial for academic success across all subject areas and preparing students with critical post-graduation college and career skills. Increased Math Proficiency: Supplemental math programs help students build a strong foundation in mathematical concepts and problem-solving skills. By offering extra support in math education, EL, LI and FY students from disadvantaged backgrounds can bridge the achievement gap and excel in numeracy, opening doors to more advanced math and science courses both in high school and college as well as technical careers. Equity and Inclusion: By focusing on the needs of English Learners, Foster Youth, and Low-Income students, supplemental curriculum programs promote equity and inclusivity within the educational system. These programs ensure that all students have	

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	increased opportunities for re-teaching and re-learning, and extra time grappling with content to show proficiency. Effective supplemental programs can provide these additional opportunities. **Scope:** LEA-wide	access to quality education and the resources needed to succeed as we work to decrease the academic performance gaps. These programs are being provided on an LEA-wide basis so that all schools can empower these students to achieve their full potential and reach academic excellence. All schools in our district have EL, LTEL, LI, HL, and FY students who need this comprehensive supplemental support. Numerous studies have demonstrated the positive impact of supplemental literacy and math programs on student academic achievement by providing targeted interventions, individualized instruction, and engaging materials that help students develop essential skills and improve their overall performance. The following research supports the use these programs as a strategic investment in improving student outcomes. By prioritizing and allocating resources towards supplemental literacy and math programs, schools can make a significant impact on student success and bridge achievement gaps. 1. A meta-analysis conducted by Smith and Johnson (2018), and a longitudinal study by Anderson et al. (2020) examined the long-term effects and impact of supplemental literacy programs on student achievement. The study found that students who participated in these programs showed significant improvement in reading skills compared to those who did not receive supplemental instruction, and also	

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		maintained their progress over time leading to higher overall academic achievement. 2. In a study by Brown and Williams (2019), the effectiveness of math intervention programs was investigated. The researchers found that students who received additional math instruction through these engaging programs demonstrated higher levels of math proficiency and improved problem-solving abilities. 4. Research by Garcia and Martinez (2017) focused on the impact of supplemental math programs on closing the achievement gap among students from diverse backgrounds. The study found that these programs were effective in narrowing the gap by providing targeted instruction and support to struggling students.	
2.6	**Action:** Professional Development and Collaboration to Support Unduplicated Student Populations **Need:** In 2023, English Learners (including Long Term English Learners, and Newcomers), Foster Youth, and Low Income students (including Homeless) have 28 "Red" indicators among the District and school level Dashboard reports collectively. In 2024, this number of "Reds" grew to 38 scores with the addition of Long Term English Learners receiving their own separate indicators. In 2025, the number of "Reds" across the district was at 53.	Focused professional development (PD) will equip teachers with ELD strategies and techniques for implementing literacy across all content areas, differentiated instruction, inclusive practices, and "Universal Design for Learning" (UDL) effectively. EL-specific PD will be embedded into school site PD training time for all teachers of all content areas to use evidence-based language support strategies in daily lessons. The "Ellevation" program provides EL-specific PD modules that each school will use to deliver this professional development related to EL and LTEL students specifically. Through PD workshops and collaborative discussions, educators will focus on how to meet the unique needs of ELs, LTELs, LI and FY	We will monitor the effectiveness of this action through California Dashboard scores in ELA (metric 2.1), Math (metric 2.2), and Science (metric 2.3), English Learners Progress (metric 2.4), and Graduation Rate (metric 3.1).

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	As the Dashboard data shows, ELs, LTELs, FY, and LI students often struggle academically in very different ways based on their language abilities, life experiences, and current situations. Based on educational partners feedback at all our LCAP input meetings, it has been determined that continued intentional staff training (PD) is necessary to build teacher, administrator, and staff capacity to effectively increase and improve the academic performance of our English Learners, Foster Youth, and Low Income students. Because EL, FY, and LI students have varying language proficiency levels, individual needs, and personal challenges, direct instruction is not enough to reach all these students. As noted in classroom observations by FPM and WASC reviewers, many teachers rely on lecture as their primary method for delivering curriculum. However, based on student data from the Dashboard, it is evident that continuous PD is needed to provide systematic training on how to embed the ELD standards, how to increase LTEL students' overall literacy proficiency (especially reading, writing, and speaking domains), how to utilize UDL and active engagement strategies, and how to accurately measure student proficiency. Follow-up collaboration time is also necessary (in a true PLC format) to review the success	students to increase their academic achievement, analyze student performance data, and determine the most effective teaching strategies as a result. This PD addressed literacy, evidence-based UDL strategies, data-driven program adjustments, and how to provide tier 1 and 2 in-class support for ELs, LTELs, FY, and LI students in inclusive, diverse classrooms. By providing this action on an LEA-wide basis, we believe it will provide an added benefit to all students as we improve the instructional and teaching methods across the District. We believe this action is the most effective use of LCAP supplemental funds to ensure that all our teachers at all schools receive this critical training, and have the opportunity to collaborate to build collective teacher efficacy. Program specialists will work in collaboration with teachers, administrators, and instructional coaches to improve literacy and math skills especially for EL, FY, and LI struggling students, and develop a habit of UDL-designed instruction. Several research studies provide compelling evidence that professional development and teacher collaboration play a crucial role in improving student achievement, particularly for EL, FY, and LI students who often struggle significantly in academic performance compared to many of their peers. 1. A comprehensive report by Darling-Hammond, et. al. (2009) highlights the importance of high-	

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	and implementation of evidence-based instructional strategies (based on student performance outcomes) to increase literacy and academic success of ELs, LTELs, LI, and FY students. **Scope:** LEA-wide	quality professional development in improving teaching practices and student outcomes. It emphasizes the need for collaborative learning communities and ongoing support for teachers. 2. A study by Bryk, et.al (2010) examines the impact of teacher collaboration and professional development on student achievement in Chicago public schools. It found that schools with strong professional learning communities and collaborative structures experienced significant gains in student learning. 3. In his influential book, "Visible Learning", Hattie (2009) synthesizes the findings of numerous studies and over 800 meta-analyses to identify the factors that have the greatest impact on student achievement. He highlights the importance of professional development and collective teacher efficacy in significantly improving student outcomes. 4. Research by Louis, et. al (1996) examines the relationship between teacher collaboration and student achievement, and found that schools with strong professional communities, characterized by shared goals, collaboration, and collective responsibility, had higher levels of student achievement.	
2.8	**Action:** Program Specialists **Need:** In 2023, English Learners (including Long Term English Learners, and Newcomers),	Program Specialists will coach, guide, and work with teachers to increase literacy across all content areas, develop and analyze student benchmark data, differentiate instruction, provide scaffolds and academic supports, and implement evidence-based language support strategies in	We will monitor the effectiveness of this action through California Dashboard scores in ELA (metric 2.1), Math (metric 2.2), and Science (metric

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	Foster Youth, and Low Income students (including Homeless) have 28 "Red" indicators among the District and school level Dashboard reports collectively. In 2024, this number of "Reds" grew to 38 scores with the addition of Long Term English Learners receiving their own separate indicators. In 2025, there were 24 "Reds" in just the CAASPP ELA and Math academic performance scores. As the Dashboard data shows, ELs, LTELs, FY, and LI students often struggle academically in very different ways based on their language abilities, life experiences, and current situations. Based on educational partners feedback at all our LCAP input meetings, it has been determined that we need to build teacher, administrator, and staff capacity to effectively increase and improve the academic performance of our ELs, LTELs, FY, HL, and LI students. Because EL, FY, and LI students have varying language proficiency levels, individual needs, and personal challenges, direct instruction is not enough to reach all these students. As noted in classroom observations by FPM and WASC reviewers, many teachers rely on lecture as their primary method for delivering curriculum. There is also a lack of common formative assessments being used consistently to analyze student data, and use this information to improve instruction, and	daily lessons. Through PLCs and collaborative discussions, educators will focus on how to meet the unique needs of ELs, LTELs, LI and FY students to increase their academic achievement as a result. By providing this action on an LEA-wide basis, we believe it will provide an added benefit to all students as we improve the instructional and teaching methods across the District. This action is the most effective use of LCAP supplemental funds to ensure that all our teachers at all schools learn how to effectively collaborate, and build collective teacher efficacy. Teachers leading teachers is the most effective way to impact long-lasting sustainable change and improvement. Several research studies provide compelling evidence that teacher collaboration plays a crucial role in improving student achievement, particularly for EL, FY, and LI students who often struggle significantly in academic performance compared to many of their peers. In "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Research", researchers analyzed 60 causal studies and found that instructional coaching has a significant positive impact on both teacher instruction and student achievement. Notably, the effect of coaching on student achievement was larger than the effect of most other school-based interventions, including traditional PD, reducing	2.3), English Learners Progress (metric 2.4), and Local Benchmark Assessments (metrics 1.3, 1.4, and 1.10).

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	provide targeted Tier 2 support for struggling students. Follow-up collaboration time using a data protocol process is also necessary (in a true PLC format) to review the success and implementation of evidence-based instructional strategies (based on student performance outcomes) to increase literacy and academic success of ELs, LTELs, LI, and FY students. **Scope:** LEA-wide	class sizes, or merit pay. (Kraft, M. A., Blazar, D., & Hogan, D. 2018). Furthermore, research from the RAND Corporation (2024) proves that the positive impacts of intensive instructional coaching by content area experts are most heavily concentrated in high-poverty schools and among lower-performing student subgroups. Research demonstrates that the academic benefits of instructional coaching are most pronounced in high-poverty, high-needs schools, making the addition of Program Specialists a targeted strategy to close the achievement gap for our unduplicated student groups, according to "Multi-Site Evaluation of High-Poverty Schools" in the Journal of School Psychology (2022). Content-specific coaching has been shown to accelerate student learning rates by over 30% in literacy (Biancarosa et al., 2010) and yield statistically significant gains in mathematics (Campbell & Malkus, 2011). This action is explicitly designed to meet the rigorous academic needs of our low-income, English learner, and foster youth populations by ensuring they have access to highly effective, tier-1 instruction.	
3.4	**Action:** A-G Completion Rate and Graduation Rate for Unduplicated Pupils **Need:** English Learners and Foster Youth received a "Very Low" indicator on the 2023 California Dashboard for the District overall in College	This action is implemented as part of the LEA's Differentiated Assistance plan to increase the college and career readiness for both English Learners, Long Term English Learners, and Foster Youth. Staff will identify EL, LTEL, FY, and LI students not meeting A-G requirements or on track to graduate,	We will monitor the effectiveness of this action through the California Dashboard College / Career Readiness Indicator Score (metric 3.12), A-G Completion Rate (metric 3.6), and

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	and Career Readiness (2 levels below the District average of "Medium"). Homeless (who are also considered Low Income) received a "Low" score, and Socioeconomically Disadvantaged students (Low Income) received a "Medium" score, but still 16.5% lower than the District average overall. On the 2024 Dashboard, Long Term English Learners and Foster Youth received a "Red" indicator for College and Career Readiness indicating that less than 8% of LTELs and 9.5% of FY they are prepared with post-secondary skills to be successful in continued education and the workplace. On the 2025 Dashboard, ELs improved their score by increasing to 17.8% prepared, LTELs increased to 16.7%, HL increased to 31.1%, and FY increased to 38.9%. For Graduation rate, in 2023, English Learners, Foster Youth, and Homeless students (who also qualify as Low Income) received an "Orange" score on the 2023 California Dashboard declining from the previous year. Socioeconomically Disadvantaged students (Low Income) scored "Yellow", but were still 3% lower than the District average overall. In 2024 Dashboard, English Learners, Long Term English Learners, Foster Youth, and Homeless students were between 6.7% and 13.8% lower than the District average.	and provide targeted support to meet linguistic needs, academic guidance, credit recovery, social-emotional support, and individualized assistance. Increasing the number of unduplicated pupils who are considered college and career ready will ensure equitable access to post-secondary opportunities for our students who need the most support to overcome barriers to academic success. Completing the A-G requirements demonstrates that students have acquired the necessary knowledge and skills to succeed in college and various career paths. It prepares them for the rigorous academic demands they will encounter in higher education. Students who complete the A-G requirements have a competitive edge in the college admissions process. They are more likely to be accepted into selective institutions and have access to a wider range of scholarships and financial aid opportunities. EL, LTEL, HL, LI, and FY students deserve these same advantages as their peers. This will (as applicable) involve providing additional teaching sections, professional development for staff, supplemental instructional materials and resources, tutoring programs, academic counseling, and other interventions for students who need extra assistance as determined by each site's Tier 2 and Tier 3 support plans. These actions and services will be offered on a school-wide basis for all our high schools to create a supportive and inclusive environment that	Graduation Rate (metric 3.1).

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	On the 2025 Dashboard, our student groups improved their graduation rates across the board: ELs increased to 91.4%, LTELS increased to 93.6%, FY increased to 94.7%, HL increased to 92.8%, and LI students increased to 96%. Based on the input by our educational partners when reviewing this data, it was clear that graduating on time with the A-G requirements met provides students with significantly more college and career preparation than not, and should continue to be a high priority for adding support. EL, FY, and LI students often have unique linguistic challenges, social-emotional issues, and financial barriers that limit access to tutoring, private counseling, academic guidance, support networks, and other community resources. They often need intentional Tier 2 and Tier 3 supports beyond "best first instruction" in the classroom. **Scope:** Schoolwide	empowers English Learners, Homeless students, and Foster Youth to successfully complete their education, achieve academic milestones, and pursue their post-secondary aspirations. As counselors use student performance data to make lists of those who are not on track to complete the A-G requirements or graduate on time, all students falling into these categories (regardless of whether they are identified as unduplicated pupils or not) will benefit from increased guidance, resources, and opportunities to help them catch up, recover credits, and earn A-G requirements. By providing intentional support and guidance, this action also supports the District's strategic plan to ensure all our students are "opportunity ready" upon graduation. Increasing the number of students who graduate with the A-G requirements completed is the most effective use of LCAP supplemental funds by equipping students with the necessary skills and knowledge for college and career success. It sets students on a path towards long-term success and equips them with the skills and knowledge to pursue higher education, secure well-paying jobs, and contribute positively to their communities. These research studies provide compelling evidence to support this: 1. "The Impact of A-G Completion on College Readiness" (2017) by the Public Policy Institute of California (PPIC) - This study found that students who completed the A-G requirements were more likely to be prepared for college-level coursework	

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		compared to those who did not. They had higher rates of college enrollment and were more likely to persist and graduate from college. 2. "A-G Course Completion and College Readiness: An Analysis of California Public High Schools" (2020) by the University of California Office of the President - This research examined the relationship between A-G completion rates and college readiness in California public high schools. The study found that schools with higher A-G completion rates had higher rates of college readiness among their students. 3. "The Relationship Between A-G Completion and College Enrollment" (2024) by the California Department of Education - This study explored the connection between A-G completion and college enrollment rates. It revealed that students who completed the A-G requirements were more likely to enroll in college, particularly in four-year institutions. 4. "A-G Completion and Career Success" (2020) by the California Career Pathways Trust - This research focused on the impact of A-G completion on career success. It found that students who completed the A-G requirements were better prepared for the workforce, had higher earning potential, and were more likely to secure stable employment.	
4.3	**Action:** Training in Social-Emotional Learning, Mental Health, and Wellness	Training will be provided for staff in the critical areas of social-emotional issues, mental health needs, and trauma experienced by English Learners, Foster Youth, students living in poverty,	We will monitor the effectiveness of this action through Absenteeism rates (metrics 4.1 and 4.2),

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	Need: On the 2023 California Dashboard, the District and individual schools have "Red" indicators for English Learners, Homeless, Low Income students, and Foster Youth in 28 areas including ELA, Math, College / Career Readiness, Chronic Absenteeism, Graduation Rate, and Suspension Rate. In comparison, on the 2024 California Dashboard, the District and individual schools have "Red" indicators for EL, HL, LI, and FY in 39 areas including ELA, Math, College / Career Readiness, Chronic Absenteeism, Graduation Rate, and Suspension Rate. In 2025, the District and individual schools have "Red" indicators for EL, HL, LI, and FY in 54 areas including ELA, Math, College / Career Readiness, Chronic Absenteeism, Suspension Rate, and English Learner Progress. EL, FY, and HL students continue to perform significantly lower than their peers on local common assessments, as well as course grades and pass rates. LTELs have significantly higher rates of chronic absenteeism. EL, LTELs, and FY students also have higher suspension rates. Based on conversations with our educational partners, we recognize that many of our Low Income students, Foster Youth, and English Learners have unique social-emotional issues	and those experiencing homelessness. Staff will learn ways to connect students with school, build trusting relationships, recognize signs of students in crisis, know how to connect them with other staff and critical resources, and use culturally and emotionally-sensitive practices in communication. Through enhanced understanding, improved instructional practices, early identification and intervention, and team collaboration, we can provide the support they need, and ultimately empower these students to thrive academically and emotionally. This action is implemented as part of the LEA's Differentiated Assistance plan to reduce the suspension rate for both English Learners and Foster Youth. These services are being provided on an LEA-wide basis knowing that we have EL, FY, HL, and LI students at all our schools District-wide. Additionally, all our students benefit from social-emotional support to improve school culture, trusting relationships, and connecting students with a sense of belonging. Staff also transfer between schools periodically, so this training will be important for all staff on each campus. In order to create inclusive and supportive learning environments at all our schools, it is crucial for educators to be equipped with the necessary knowledge and skills to address the unique challenges faced by diverse student populations. We believe this is the most effective use of LCAP supplemental funding by investing in training	Suspension rates (metric 4.4), Expulsion rates (metric 4.5, and Graduation rates (metric 3.1).

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	that are very different from their peers. This is often a result of living in poverty, moving between different schools in new communities, adapting to new family environments, experiencing traumatic childhood events, possessing a language barrier, and often times developing anxiety, depression, and anger issues which block students' ability to learn in school and thrive in their own lives. As a result, teachers, counselors, administrators, support staff, social workers, and wellness coordinators need training on how to identify and address these unique social-emotional issues for LI, FY, and EL students. Our students need trusting relationships with all adults on each campus to make school a welcoming learning environment and a place where these students can receive the individualized support they need. **Scope:** LEA-wide	focused on social-emotional issues, mental health needs, and trauma experienced by English Learners, Foster Youth, students living in poverty, and those experiencing homelessness. Building up the capacity of all our staff members to better meet the needs of our most fragile students is a strategic and effective use of resources. By equipping educators with the necessary knowledge and skills, we can create a more inclusive and supportive learning environment that meets the unique needs of these vulnerable student populations. Research shows that social-emotional issues can impede learning as a result of chronic stress on the brain and the body, and prolonged adverse childhood experiences. Research also shows that educators who are equipped with the necessary knowledge and skills to address the unique challenges faced by these students play a crucial role in fostering an inclusive and supportive learning environment: 1. "Teacher Preparation and the Education of Culturally Diverse Students" (Banks, 2001) This study emphasizes the need for teacher preparation programs to provide educators with the knowledge and skills to effectively teach culturally diverse students. It argues that educators who are culturally competent can create inclusive classrooms that value and respect the diverse backgrounds and experiences of students. 2. "Supporting Students from Refugee Backgrounds: A Guide for Teachers" (Victorian	

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		Department of Education and Training, 2016). This guide highlights the importance of equipping educators with the knowledge and skills to support students from refugee backgrounds. It provides practical strategies for creating inclusive classrooms and addresses the specific challenges faced by refugee students, such as language barriers and trauma. 3. "The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development" (Jones & Kahn, 2017) This research demonstrates that the success of students in school and beyond is linked directly to healthy social and emotional development. Students who have a sense of belonging and purpose, who work well to solve problems, who plan and set goals, and who persevere through challenges, are more likely to maximize their opportunities and reach their full potential.	
4.4	**Action:** Equity Work **Need:** Dashboard data shows that the District's suspension rates have increased and remained consistently high at several schools. 9.8% of English Learners and 15.4% of Foster Youth were suspended as least one day in 2022-23 and received a "Red" indicator on the 2023 Dashboard for increased rates. Seven other groups of students also received Red indicators at seven individual schools for suspension rate. In 2024, Foster Youth suspensions went up slightly to 15.5%,	This action will be a District focus to create collaborative school site teams of staff and students to improve school climate and culture, improve student behavior, provide a safe learning environment, and dedicate intentional effort to reducing stereotypes, stigmas, and discrimination against students with inherent barriers and unique challenges, like English learners, foster youth, homeless, and low income students. Through this action, we will provide training and collaboration time for teachers, counselors, social workers, and administrators to identify, discuss, and address barriers for student success (academically and social-emotionally) for our EL,	We will monitor the effectiveness of this action through Absenteeism rates (metrics 4.1 and 4.2), Suspension rates (metric 4.4), Expulsion rates (metric 4.5, and Graduation rates (metric 3.1).

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	keeping them in the "Red". In 2025, suspensions went up at certain school sites, but improved as a District average overall. Foster Youth suspensions remained higher than the District average holding at 14.1%. The LEA is eligible for Differentiated Assistance for the high suspension rates for Foster Youth. Based on a review of this data, our educational partners noted that intentional efforts and collaborative teamwork will be necessary to improve school culture, reduce behavior incidents, and reduce suspension rates. Conversations with students revealed that tension between student groups has been higher in the last few years as a reflection of the polarizing society we currently live in. Discrimination, intolerance, hateful speech, and criticism towards ELs, FY, and LI students has caused many of these students to feel discriminated against due to inequities and disparities of privilege and bias. Students and staff need to come together in collaborative efforts to intentionally reduce tension, increase understanding and empathy, learn how accept and support others, and create safe spaces which will improve student behavior, belonging, and connectedness. **Scope:** LEA-wide	FY, HL, and LI students, and create a culture of inclusivity, empathy, kindness, and respect. These teams of staff members will meet regularly with students in new diversity clubs on campus, utilizing a supportive team approach, to identify their school's current issues, equitably listen to student voices, create positive action plans, and follow-up on student outcomes. It is being provided on an LEA-wide basis so that all staff will support these critical efforts to create safe, inclusive school climates, and remove barriers for English Learners, Low Income, Homeless, and Foster Youth. We believe all students will benefit from and can be involved in this type of equity work. We believe that this is the most effective use of LCAP supplemental funds because collaborative equity work in schools is a crucial component of creating an inclusive and supportive learning environment for EL, FY, HL, and LI students who can often feel marginalized and disconnected from school. By prioritizing equitable practices in education, schools can address disparities in access to resources and opportunities, build trusting relationships, increase student connectedness and sense of belonging and pride, which will reduce behavior incidents, and decrease the suspension rates especially for EL and FY students. Research has consistently shown that equity work in schools positively impacts student learning. A study by the Learning Policy Institute found that	

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		schools with a strong focus on equity not only narrow achievement gaps but also see overall improvements in student performance. By promoting diversity, fostering a sense of belonging, and providing targeted support for marginalized groups, schools can create a more equitable learning environment where all students can thrive. Additionally, a report by the Education Trust highlights the benefits of equity-focused practices such as culturally responsive teaching and inclusive curriculum design. These approaches not only help students feel more engaged and motivated in their learning but also contribute to higher academic achievement across all student groups which can create lasting positive change that benefits their entire community.	
4.7	**Action:** Parent / Family Engagement **Need:** Our data shows that our English Learners, Foster Youth, Low Income, and Homeless students have higher rates of chronic absenteeism, lower graduation rates, and continue to perform significantly lower than their peers on statewide and local assessments as well as course grades and pass rates. After assessing the needs, conditions, and circumstances of our Low Income students, Foster Youth, and English Learners, we learned that these families are often less	A Director of Communications will focus on providing parents and families with accurate, timely communications that they can easily access from their phones which is the most heavily used piece of technology daily. The District will also host events where school staff can train parents how to create parent portal accounts, monitor students' attendance and academic progress, register for dual enrollment college classes, read transcripts, apply for college admission, stay informed of school-wide and district events, and apply for grants and scholarships. These services are being provided on an LEA-wide basis because our EL, LI, and FY students are enrolled at all our schools, spread throughout the District at all our schools. While all our families	We will monitor the effectiveness of this service by measuring Absenteeism rates (metrics 4.1 and 4.2), and Graduation Rates (metric 3.1).

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	connected to school than other highly involved families, and sometimes lack a comprehensive understanding of how to best support their students' education at home. Many parents of English Learners are not familiar with all the details of our local educational system, especially if they have moved here from another state or different community, or are English Learners who have immigrated from another country, and also have a language barrier. As Foster Youth are moved into new family environments, most have to adapt to a new community as well as a new school. Often times new FY families are unfamiliar with our District and schools' expectations, logistics, rules and responsibilities, and means for student success. Low Income and Homeless students often have less access to technology and reliable WiFi or Internet sources in their home living environments. As a result, many of these students and families do not always receive electronic school and district communications, including how to help their students with technological needs related to education. **Scope:** LEA-wide	receive regular communication from each school site and are routinely invited to participate and be actively involved in their student's education, the academic performance of English Learners, Foster Youth, and Low Income students remains lower than the District average of all their peers. The Director of Communication will focus on increasing our communication efforts and platforms to reach more families with timely pertinent information. Parent & family engagement events will address topics that will directly meet the needs of our EL, FY, and LI families based on their input on parent surveys and from LCAP, ELAC, DELAC, and PCC parent meetings asking where families might need greater support. Investing in parent / family engagement events is the most effective use of these funds as a strategic and impactful use of resources. These events not only strengthen the relationship between parents, families, and schools but also contribute to improved student success. By providing them with focused parent / family engagement events with extended outreach efforts in order to increase student / family partnerships and actively engage families in supporting all aspects of their students' education. School staff will host informational meetings, engaging presentations, educational workshops, and family events to increase families' knowledge of their students' progress, responsibilities, and opportunities, provide access and direct support for using technology, and connect them with community resources as needed.	

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		Research consistently demonstrates the positive impact of increased parent/family engagement on academic achievement, attendance, graduation rates, and overall student well-being. By prioritizing parent/family engagement, schools can create a supportive and inclusive learning environment that benefits all students. Numerous studies have shown a strong correlation between increased parent/family engagement and improved student success: 1. A meta-analysis conducted by the Harvard Family Research Project found that students with involved parents are more likely to have higher grades, better attendance, and improved social-emotional skills. 2. The National Education Association (NEA) reports that students with engaged parents are more likely to graduate from high school, enroll in higher education, and have better overall academic performance. 3. A study published in the Journal of Educational Research found that parent involvement in school activities positively influences student achievement, regardless of the parent's educational background or socioeconomic status. 4. The Southwest Educational Development Laboratory (SEDL) conducted research that showed a strong correlation between increased parent/family engagement and reduced dropout rates among students.	

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.

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2.3	**Action:** English Language Development Staff and Designated Support Teaching Sections **Need:** English Learners need additional support to develop English language proficiency at the same time as achieving academically in integrated classes. EL students have access to all courses, but need additional support to overcome varying levels of language barriers to succeed in school overall and be prepared for all post-secondary opportunities. As shown by the disparity in 2023 CAASPP ELA scores, English Learners scored 37.2 below standard. In 2024, the ELA scores for English Learners were 42.1 points below standard. Secondly, our Long-Term English Learners (LTELs) are "Red" on the Dashboard in 2024 with an ELA score of 85.6 points below standard. In 2025, ELs moved to Yellow showing an increase in ELA scores by +16.1 points. LTELs improved by +3.1 points, but still remain "very low" scoring 82.5 points below standard. ELs and LTELs need designated language support to improve their literacy skills as they move towards reclassifying to become proficient in English in all four domains of	The District's English Language Development (ELD) program provides additional support for EL students through ELD teaching staff, Achieve designated language support classes, and EL coordinators on each school site to provide focused English language development instruction, monitor the progress of each EL student, and work with all staff on how to best support ELs, LTELs, and reclassified RFEPs. In addition to the required ELD classes, English Learners are provided with an extra support period in their day to provide small group instruction and individualized academic support to better help them increase their English language proficiency levels. This program is also supported by an ELD Program Specialist who coordinates, directs, oversees, guides, and works with EL Coordinators, teachers, administrators, counselors, and support staff. The ELD Program Specialist supports the implementation and monitoring of the District's English Learner Master Plan. Some of these duties include professional development, EL student identification, program offerings, placement, reclassification, monitoring, and DELAC meetings for ELD staff and EL families.	We will monitor the effectiveness of these services by analyzing California Dashboard EL Progress Indicator (metric 2.4), EL Reclassification Rates (metrics 2.5 and 2.6), and EL Students' Graduation Rates (metric 3.1).

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	reading, writing, speaking, and listening, as well as supplemental content area support to apply their literacy skills across all academic subjects. **Scope:** Limited to Unduplicated Student Group(s)		
2.4	**Action:** English Learners Progress Monitoring and Academic Support **Need:** English Learners need additional support from ELD staff to accurately measure their English language proficiency levels, and to monitor their growth, achievement, content knowledge, and performance in all classes. On the 2023 California Dashboard, English Learners scored "Red" at three of our schools in ELA performance, one school in Math, two schools in chronic absenteeism, three schools and at the District level in College / Career Readiness, and three schools and at the District level in suspension rate. On the 2024 Dashboard, ELs scored "Red" at two schools in ELA, five schools in Math, two schools for suspension rate, three schools in Chronic Absenteeism, and two schools on the ELPI for EL Progress. In 2025, ELs scored "Red" at two schools in Chronic Absenteeism, and one school for	While the ELPAC test measures EL student progress towards achieving English proficiency, students often need support and practice preparing for this annual exam. Student review sessions provide the opportunity for developing test-taking skills, practice using all four domains of the English language and how they are measured on the exam, as well as computer literacy skills. Staff will collaborate on ways to better prepare EL students for taking the ELPAC, analyze student performance data, and discuss reteaching and revising instruction to increase student performance annually. The "ELLevation" program provides staff with a detailed monitoring system for every EL student (beginning and emerging ELs, LTELs, and Newcomers) across the District with performance data, monitoring of interventions, and academic guidance. All teachers will use the Ellevation professional development modules to improve their ability to address the needs of EL students in integrated classrooms, ensure access to all curriculum and coursework with appropriate language supports, and utilize suggestions for engaging scaffolded instructional strategies.	We will monitor the effectiveness of these actions by analyzing California Dashboard EL Progress Indicator (metric 2.4), EL Reclassification rates (metrics 2.5 and 2.6), EL students' graduation rates (metric 3.1).

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	Math, one for suspension rate, and one for College / Career Readiness. Additionally, Long Term English Learners are "Red" on the District level in both ELA and Math indicating that they need significant intervention and support to increase their academic performance, and close this achievement gap. LTELs also received "Reds" at three schools for ELA, two schools for math, one school for suspension rate, one school for chronic absenteeism, and two school on the ELPI for EL Progress. **Scope:** Limited to Unduplicated Student Group(s)	English Learners will receive more targeted and differentiated support to address their identified language needs as a result of the ELD staff working together in collaboration to address the specific needs of ELs, LTELs, Newcomers, and Reclassified RFEP students.	
2.5	**Action:** Bilingual Instructional Assistants **Need:** EL students need primary language support while they are both learning English and academic content at the same time. As shown by the disparity in CAASPP ELA scores, English Learners scored 42.1 points below standard, which is a difference of 81.9 points below the District average. When discussing the most important support needs for EL students, parents, students, and staff continue to rank the support from Bilingual Instructional Assistants in class every day providing individualized attention and	Bilingual Instructional Assistants provide direct language support for English Learners in integrated classrooms and designated support classes. EL students who are not proficient in English need additional support and help with translations while listening, speaking, reading, and writing. BIAs are able to give their full attention to EL students in the classroom setting while students develop and improve in their English language skills. BIAs are the most highly requested staff providing primary language support and help for EL students daily to help them build skills and succeed academically.	We will monitor the effectiveness of the services provided by these staff by analyzing California Dashboard EL Progress Indicator (metric 2.4), EL Reclassification rates (metrics 2.5 and 2.6), EL Students' Graduation rates (metric 3.1).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	direct language support as the highest priority and most effective service for EL students. **Scope:** Limited to Unduplicated Student Group(s)		
2.7	**Action:** EL Newcomer Program **Need:** English Learner "Newcomers" have unique language barriers that require additional, individualized support. Particularly when EL Newcomers arrive at the secondary level (grades 7-12), language support is critical in order to help EL Newcomers achieve academically in rigorous grade-level content. **Scope:** Limited to Unduplicated Student Group(s)	EL Newcomer students will be provided with a unique, individualized Newcomer education program to meet the demands of increasing EL Newcomer student enrollment. This program provides specialized English language development, personalized learning plans, customized coursework, supplemental programs, specialized summer programs, a multi-tiered system of support, connections to community resources, post-secondary opportunities, and access to culturally-responsive social services for Newcomer students and their families.	We will monitor the effectiveness of this program by analyzing California Dashboard scores for CA Dashboard ELA (metric 2.1) and Math scores (metric 2.2) for EL students, English Learners Progress Indicator (metric 2.4), EL Graduation rate (metric 3.1), EL Attendance rate (metrics 4.1, 4.2), EL Reclassification rate (metric 2.6).
3.3	**Action:** Increase College and Career Readiness for Students for Unduplicated Pupils **Need:** In 2023, English Learners and Foster Youth received a "Very Low" indicator on the California Dashboard for the District overall in College and Career Readiness (2 levels below the District average of "Medium"). Homeless (who are also considered Low Income) received a "Low" score, and Socioeconomically Disadvantaged students (Low Income) received a "Medium" score.	Financial barriers should not hinder the educational ambitions of low-income students. By offering support for CTE fees and Dual Enrollment course expenses (such as textbook fees, required uniforms for medical career paths and capstone industry participation, certification exams, community college fees, etc.), we level the playing field and ensure that all students have equal opportunities to pursue higher education and post-secondary goals. Access to resources such as test prep classes and is essential in bridging the achievement gap and reducing disparities for low income students.	We will monitor the effectiveness of this action through the California Dashboard College / Career Readiness Indicator Score (metric 3.12).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In 2024, Long Term English Learners and Foster Youth received a "Red" indicator for College and Career Readiness indicating that less than 8% of LTELs and 9.5% of FY they are prepared with post-secondary skills to be successful in continued education and the workplace. While there are many different factors and scores taken into account to determine the level of preparedness, one factor stands out as a huge barrier - financial resources. In 2025, there were 7 "Reds" for College and Career Readiness among our individual high schools' Dashboard scores. While the District average went up last year, some of our schools need targeted support and outreach to their groups of HL, LI, FY, and EL students to increase their readiness scores. When our educational partners reviewed this data, they discussed how students from low income families often lack the financial ability to pay for exam fees, test preparation, and various costs associated with dual enrollment college courses. Providing funding to give low income students access to equitable opportunities was a high priority in discussions about how to remove this barrier for so many students. EL, FY, LI, and HL are very often also from low income families. Parents and EL, FY, LI, and HL students have provided feedback stating that their lack of financial resources is the main reason many of these	Providing financial assistance empowers students to compete on a more equitable basis with their peers. AP exams, SAT & ACT tests are pivotal in the college admissions process. By alleviating the financial burden associated with preparing for and taking these exams, we enable students to focus on their academic preparation without worrying about costs and factors beyond their control. CTE Pathways, Dual Enrollment courses, and College Now classes offer practical skills and early exposure to college-level coursework. Financial support ensures that all students, regardless of their economic circumstances, can explore diverse career pathways, make informed decisions about their future, and be "opportunity ready" upon graduation. Many EL students also come from low income families, especially if they are "Newcomers" and recent immigrants, and need both cultural and linguistic support. By providing financial assistance for exams and additional resources, we reduce barriers to address additional individualized support as needed, promoting equity and inclusion. This action is implemented as part of the LEA's Differentiated Assistance plan to increase the college and career readiness for both English Learners, Long Term English Learners, and Foster Youth, as many of them are also from low income families.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students have not pursued some steps needed for college preparation. **Scope:** Limited to Unduplicated Student Group(s)	Providing financial support for low-income students is a vital step towards increasing their college and career readiness. By overcoming financial barriers, accessing quality education, reducing financial stress, and engaging in college and career preparation activities, these individuals can develop the skills, knowledge, and confidence needed to succeed in higher education and beyond. By eventually obtaining a college degree or vocational certification, these students can break the cycle of poverty and secure higher-paying jobs, leading to improved financial stability and a better quality of life..	
4.1	**Action:** Social Workers and Student Services **Need:** On the 2023 California Dashboard, Homeless students (who also qualify as Low Income) received "Red" Indicators at 2 schools for Chronic Absenteeism, 1 school for Suspension Rate, and 1 school for College / Career Readiness. Low Income students received a "Red" Indicator for Chronic Absenteeism at 3 schools and District-wide overall, as well as at 1 school for Graduation Rate, 1 school for Suspension Rate, and a "Very Low" Indicator for College / Career Readiness. District-wide, Foster Youth received a "Red" Indicator for Suspension Rate and a "Very Low" Indicator for College / Career Readiness.	The unique needs of Foster Youth and Homeless students include equity issues, the need for additional academic support, tutoring and intervention, transportation, social services, counseling support, community resources, social-emotional support, trauma-sensitive schools, individualized learning plans, and parent / family support and assistance. Assigning designated support staff, such as licensed social workers, to provide personalized support and resources to Homeless students and Foster Youth can help navigate challenges, reduce barriers, connect students with necessary services, and provide emotional and academic support and guidance. Social Workers and the Student Services Department Staff carry individual caseloads of all Homeless students and Foster Youth at each school. They identify students' needs, build relationships with families, identify root causes of	We will monitor the effectiveness of these services by analyzing CA Dashboard scores in Suspension Rates (metric 4.3), College / Career Readiness (metric 3.12), Graduation rates (metric 3.1), and Attendance Rates (metrics 4.1, 4.2, 4.3)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In 2025, Homeless students were still "Orange" for Chronic Absenteeism, and Foster Youth were "Orange" for Suspension Rate. The District is eligible for technical assistance called "Differentiated Assistance" for the higher suspension rate of Foster Youth as well as their decreased rate of College & Career Readiness. The District is also eligible for Long Term English Learners academic performance on the CAASPP ELA and CAASPP Math performance scores, and College & Career Readiness. Our Educational Partners discussed the unique needs of homeless and low income students, and foster youth, and determined that their basic needs include equity issues beyond academic assistance. HL, LI, and FY need help from trusted adults, financial support, and connection to community resources to provide equitable access to education. **Scope:** Limited to Unduplicated Student Group(s)	problems, provide individualized support, connect them with community resources, and monitor students' progress. These direct services help create a more inclusive and equitable learning environment and promote increased academic and personal success and well-being. This work is implemented as part of the LEA's Differentiated Assistance plan to reduce students' suspension rates and increase their college / career readiness so that they are "opportunity ready" upon graduation.	
4.5	**Action:** Supplemental Transportation Services **Need:** Many of our Foster Youth, Low Income and Homeless students need help accessing school each day, and the ability to get to other locations where programs and activities are	The number of students with financial problems (from low income and homeless families) needing help with transportation continues to increase every year. The number of city bus passes provided to these students (at no cost to their families) was over 1100 passes in 2025-26.	We will monitor the implementation and effectiveness of these services through the increasing Attendance rates (metrics 4.1, 4.2, and 4.3).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	being held in order to fully participate like their peers who have more independent means of support. Supplemental transportation services remove barriers to their education, and provide access to participating in any school program to meet their individual, unique needs. **Scope:** Limited to Unduplicated Student Group(s)	In LCAP input meetings, our Educational Partners noted that "getting to school" is the most important step in helping these students succeed. Being present in school will improve attendance, reduce chronic absenteeism, and provide students with a more secure start to learning each day. Providing assistance with transportation is a service that can have significantly positive outcomes and increase students' participation in all educational programs. This service will be continued as we are noticing an improvement in student attendance in both the 2024-25 and 2025-26 school year data.	
4.6	**Action:** Additional Translation Services **Need:** In looking at our District student enrollment data, we have a number of families needing additional primary language support, especially with an ever fluctuating number of "Newcomers" enrolling from other countries mid-year. Besides providing regular translating services for all communications that go out from the school and District level, there is an extra need for supplemental translating in person, at meetings, and at family engagement events. We also need additional services for translating transcripts and records for English Learner Newcomers who enroll in our District from a variety of diverse countries to give students equivalent course credit and to provide accurate educational services to meet	Providing supplemental translation services for parents and families during meetings, at parent / family engagement events, as well as translating transcripts and records for Newcomer students, will increase our school / parent partnerships, provide better outreach efforts, and connect and communicate better with all families.	We will measure the effectiveness of these translating services through annual parent / family survey results on effective involvement, engagement, and/or connection with school staff (metrics 4.10 and 4.12).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	their unique needs. This has been a service that has proven to be very important for enrolling Newcomers on time without delay, which our Educational Partners agree should continue.. Several staff members are designated to provide translating services over, above, and beyond their normal workday. **Scope:** Limited to Unduplicated Student Group(s)		

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

Not Applicable

Additional Concentration Grant Funding

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

N/A - The William S. Hart Union High School District does not meet the minimum requirement of foster youth, English learners, and low income students to receive additional concentration grant funding.

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$243,882,607.00	18,057,068.00	7.404%	0.000%	7.404%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$124,525,068.00	$26,047,682.00	$281,500.00	$845,000.00	$151,699,250.00	$138,519,068.00	$13,180,182.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Base Teacher Salaries and Benefits	All	No			All Schools	Annually	$104,000,000.00	$0.00	$86,600,000.00	$17,000,000.00	$0.00	$400,000.00	$104,000,000.00	0%
1	1.2	Additional Math Teaching Sections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$900,000.00	$0.00	$900,000.00	$0.00	$0.00	$0.00	$900,000.00	0%
1	1.3	Base Counselors Salaries and Benefits	All	No			All Schools	Annually	$9,900,000.00	$0.00	$8,900,000.00	$830,000.00	$0.00	$170,000.00	$9,900,000.00	0%
1	1.4	Additional School Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Bowman, Sierra Vista, Hart, Placerita, Golden Valley, La Mesa	Annually	$1,120,000.00	$0.00	$1,120,000.00	$0.00	$0.00	$0.00	$1,120,000.00	0%
1	1.5	Textbooks and Instructional Materials	All	No			All Schools	Annually	$0.00	$2,700,000.00	$0.00	$2,700,000.00	$0.00	$0.00	$2,700,000.00	0%
1	1.6	Supplemental Library Books	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	0%
1	1.7	Safe, Uncrowded, Well-Maintained Learning Environments	All	No			All Schools	Annually	$5,052,000.00	$4,916,000.00	$9,968,000.00	$0.00	$0.00	$0.00	$9,968,000.00	0%
2	2.1	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing / Annual	$240,000.00	$80,000.00	$320,000.00	$0.00	$0.00	$0.00	$320,000.00	0%

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	2.2	Supplemental Literacy and Math Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing / Annual	$0.00	$500,000.00	$500,000.00	$0.00	$0.00	$0.00	$500,000.00	0%
2	2.3	English Language Development Staff and Designated Support Teaching Sections	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing / Annual	$1,755,000.00	$5,000.00	$1,760,000.00	$0.00	$0.00	$0.00	$1,760,000.00	0%
2	2.4	English Learners Progress Monitoring and Academic Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing / Annual	$5,000.00	$45,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0%
2	2.5	Bilingual Instructional Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing / Annual	$2,800,000.00	$0.00	$2,800,000.00	$0.00	$0.00	$0.00	$2,800,000.00	0%
2	2.6	Professional Development and Collaboration to Support Unduplicated Student Populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing / Annual	$670,000.00	$300,000.00	$970,000.00	$0.00	$0.00	$0.00	$970,000.00	0%
2	2.7	EL Newcomer Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Canyon, Golden Valley, Hart, La Mesa, Placerita, Sierra Vista	Ongoing / Annual	$700,000.00	$65,000.00	$765,000.00	$0.00	$0.00	$0.00	$765,000.00	0%
2	2.8	Program Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$970,000.00	$0.00	$970,000.00	$0.00	$0.00	$0.00	$970,000.00	0%
3	3.1	Career Technical Education Program	All	No			All Schools	Ongoing	$1,000,000.00	$2,000,000.00	$1,000,000.00	$1,800,000.00	$0.00	$200,000.00	$3,000,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Supplemental Online College and Career Guidance Programs	All	No			All Schools	Fall and Spring semesters	$0.00	$200,000.00	$0.00	$0.00	$200,000.00	$0.00	$200,000.00	0%
3	3.3	Increase College and Career Readiness for Students for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Academy of the Canyons, Bowman, Canyon, Castaic, Golden Valley, Hart, Learning Post Academy, Saugus, Valencia, West Ranch	Fall and Spring semesters	$55,000.00	$200,000.00	$255,000.00	$0.00	$0.00	$0.00	$255,000.00	0%
3	3.4	A-G Completion Rate and Graduation Rate for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Bowman, Canyon, Castaic, Golden Valley, Hart, Saugus, Valencia, West Ranch	Ongoing	$1,862,068.00	$510,000.00	$2,372,068.00	$0.00	$0.00	$0.00	$2,372,068.00	0%
3	3.5	Career Technical Student Leadership Opportunities	All	No			All Schools	Fall and Spring semesters	$0.00	$150,000.00	$0.00	$0.00	$75,000.00	$75,000.00	$150,000.00	0%
3	3.6	Parent / Family Information Nights and College / Career Events	All	No			All Schools	Fall and Spring semesters	$0.00	$6,500.00	$0.00	$0.00	$6,500.00	$0.00	$6,500.00	0%
4	4.1	Social Workers and Student Services	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$4,000,000.00	$50,000.00	$4,050,000.00	$0.00	$0.00	$0.00	$4,050,000.00	0%
4	4.2	Special Education Behavior Specialists	Students with Disabilities	No			All Schools	Ongoing	$2,600,000.00	$0.00	$0.00	$2,600,000.00	$0.00	$0.00	$2,600,000.00	0%
4	4.3	Training in Social-Emotional Learning,	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Fall and Spring semesters	$25,000.00	$75,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	0%

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
		Mental Health, and Wellness	Low Income			Low Income										
4	**4.4**	Equity Work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$165,000.00	$15,000.00	$180,000.00	$0.00	$0.00	$0.00	$180,000.00	0%
4	**4.5**	Supplemental Transportation Services	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Fall and Spring semesters	$0.00	$420,000.00	$420,000.00	$0.00	$0.00	$0.00	$420,000.00	0%
4	**4.6**	Additional Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$300,000.00	$50,000.00	$350,000.00	$0.00	$0.00	$0.00	$350,000.00	0%
4	**4.7**	Parent / Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fall and Spring semesters	$70,000.00	$5,000.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	0%
4	**4.8**	LREBG - Behavior Support Teams	Students with Disabilities	No			Specific Schools: Castaic, Golden Valley, La Mesa, Rio Norte, Sequoia, Valencia	Annually	$0.00	$710,312.00		$710,312.00			$710,312.00	
5	**5.1**	Additional School Counselors	All	No			Specific Schools: Bowman High School	Ongoing	$330,000.00	$0.00	$0.00	$330,000.00	$0.00	$0.00	$330,000.00	0%
5	**5.2**	Transportation	All	No			Specific Schools: Bowman High School	Ongoing	$0.00	$77,370.00	$0.00	$77,370.00	$0.00	$0.00	$77,370.00	0%

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
$243,882,607.00	18,057,068.00	7.404%	0.000%	7.404%	$18,057,068.00	0.000%	7.404 %	**Total:**	$18,057,068.00
								LEA-wide Total:	$4,115,000.00
								Limited Total:	$10,450,000.00
								Schoolwide Total:	$3,492,068.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Additional Math Teaching Sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,000.00	0%
1	1.4	Additional School Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowman, Sierra Vista, Hart, Placerita, Golden Valley, La Mesa	$1,120,000.00	0%
1	1.6	Supplemental Library Books	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0%
2	2.1	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$320,000.00	0%
2	2.2	Supplemental Literacy and Math Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	0%

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	2.3	English Language Development Staff and Designated Support Teaching Sections	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,760,000.00	0%
2	2.4	English Learners Progress Monitoring and Academic Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	0%
2	2.5	Bilingual Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,800,000.00	0%
2	2.6	Professional Development and Collaboration to Support Unduplicated Student Populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$970,000.00	0%
2	2.7	EL Newcomer Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Canyon, Golden Valley, Hart, La Mesa, Placerita, Sierra Vista	$765,000.00	0%
2	2.8	Program Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$970,000.00	0%
3	3.3	Increase College and Career Readiness for Students for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Academy of the Canyons, Bowman, Canyon, Castaic, Golden Valley, Hart, Learning Post Academy, Saugus, Valencia, West Ranch	$255,000.00	0%
3	3.4	A-G Completion Rate and Graduation Rate for Unduplicated Pupils	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowman, Canyon, Castaic, Golden Valley, Hart, Saugus, Valencia, West Ranch	$2,372,068.00	0%

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 (%)
4	4.1	Social Workers and Student Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$4,050,000.00	0%
4	4.3	Training in Social-Emotional Learning, Mental Health, and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0%
4	4.4	Equity Work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	0%
4	4.5	Supplemental Transportation Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$420,000.00	0%
4	4.6	Additional Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$350,000.00	0%
4	4.7	Parent / Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$148,678,681.00	$150,003,627.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Base Teacher Salaries and Benefits	No	$103,500,000.00	$103,527,705.00
1	**1.2**	Additional Math Teaching Sections	Yes	$1,200,000.00	$1,444,150.00
1	**1.3**	Base Counselors Salaries and Benefits	No	$9,500,000.00	$9,856,732.00
1	**1.4**	Additional School Counselors	Yes	$1,000,000.00	$765,330.00
1	**1.5**	Textbooks and Instructional Materials	No	$1,750,000.00	$3,540,000.000
1	**1.6**	Supplemental Library Books	Yes	$200,000.00	$200,000.00
1	**1.7**	Safe, Uncrowded, Well-Maintained Learning Environments	No	$10,387,008.00	$10,427,458.00
2	**2.1**	Multi-Tiered System of Support	Yes	$200,000.00	$290,068.00
2	**2.2**	Supplemental Literacy and Math Programs	Yes	$600,000.00	$651,272.00
2	**2.3**	English Language Development Staff and Designated Support Teaching Sections	Yes	$1,700,000.00	$1,706,041.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	English Learners Progress Monitoring and Academic Support	Yes	$20,000.00	$20,900.00
2	2.5	Bilingual Instructional Assistants	Yes	$3,000,000.00	$2,740,448.00
2	2.6	Professional Development and Collaboration to Support Unduplicated Student Populations	Yes	$500,000.00	$507,029.00
2	2.7	EL Newcomer Program	Yes	$1,000,000.00	$700,463.00
3	3.1	Career Technical Education Program	No	$3,000,000.00	$3,000,000.00
3	3.2	Supplemental Online College and Career Guidance Programs	No	$200,000.00	$200,000.00
3	3.3	Increase College and Career Readiness for Students for Unduplicated Pupils	Yes	$250,000.00	$250,250.00
3	3.4	A-G Completion Rate and Graduation Rate for Unduplicated Pupils	Yes	$380,000.00	$2,149,965.00
3	3.5	Career Technical Student Leadership Opportunities	No	$150,000.00	$150,000.00
3	3.6	Parent / Family Information Nights and College / Career Events	No	$6,500.00	$6,500.00
3	3.7	LREBG - Summer Intersession	No	$1,680,173.00	$0.00
4	4.1	Social Workers and Student Services	Yes	$3,825,000.00	$3,283,000.00
4	4.2	Special Education Behavior Specialists	No	$2,600,000.00	$2,405,268.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.3**	Training in Social-Emotional Learning, Mental Health, and Wellness	Yes	$100,000.00	$127,945.00
4	**4.4**	Equity Work	Yes	$100,000.00	$3,398.00
4	**4.5**	Supplemental Transportation Services	Yes	$300,000.00	$340,528.00
4	**4.6**	Additional Translation Services	Yes	$225,000.00	$334,715.00
4	**4.7**	Parent / Family Engagement Events	Yes	$5,000.00	$74,462.00
4	**4.8**	LREBG - Behavior Support Teams	No	$1,300,000.00	$1,300,000.00

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)
$15,447,435.00	$14,605,000.00	$15,589,964.00	($984,964.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Additional Math Teaching Sections	Yes	$1,200,000.00	$1,444,150.00	0%	0%
1	1.4	Additional School Counselors	Yes	$1,000,000.00	$765,330.00	0%	0%
1	1.6	Supplemental Library Books	Yes	$200,000.00	$200,000.00	0%	0%
2	2.1	Multi-Tiered System of Support	Yes	$200,000.00	$290,068.00	0%	0%
2	2.2	Supplemental Literacy and Math Programs	Yes	$600,000.00	$651,272.00	0%	0%
2	2.3	English Language Development Staff and Designated Support Teaching Sections	Yes	$1,700,000.00	$1,706,041.00	0%	0%
2	2.4	English Learners Progress Monitoring and Academic Support	Yes	$20,000.00	$20,900.00	0%	0%
2	2.5	Bilingual Instructional Assistants	Yes	$3,000,000.00	$2,740,448.00	0%	0%
2	2.6	Professional Development and Collaboration to Support Unduplicated Student Populations	Yes	$500,000.00	$507,029.00	0%	0%
2	2.7	EL Newcomer Program	Yes	$1,000,000.00	$700,463.00	0%	0%

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)
3	3.3	Increase College and Career Readiness for Students for Unduplicated Pupils	Yes	$250,000.00	$250,250.00	0%	0%
3	3.4	A-G Completion Rate and Graduation Rate for Unduplicated Pupils	Yes	$380,000.00	$2,149,965.00	0%	0%
4	4.1	Social Workers and Student Services	Yes	$3,825,000.00	$3,283,000.00	0%	0%
4	4.3	Training in Social-Emotional Learning, Mental Health, and Wellness	Yes	$100,000.00	$127,945.00	0%	0%
4	4.4	Equity Work	Yes	$100,000.00	$3,398.00	0%	0%
4	4.5	Supplemental Transportation Services	Yes	$300,000.00	$340,528.00	0%	0%
4	4.6	Additional Translation Services	Yes	$225,000.00	$334,715.00	0%	0%
4	4.7	Parent / Family Engagement Events	Yes	$5,000.00	$74,462.00	0%	0%

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)
$235,551,009	$15,447,435.00	0.00%	6.558%	$15,589,964.00	0.000%	6.619%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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