LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Brea Olinda Unified School District

CDS Code: 30-66449-0000000

School Year: 2024-25

LEA contact information:
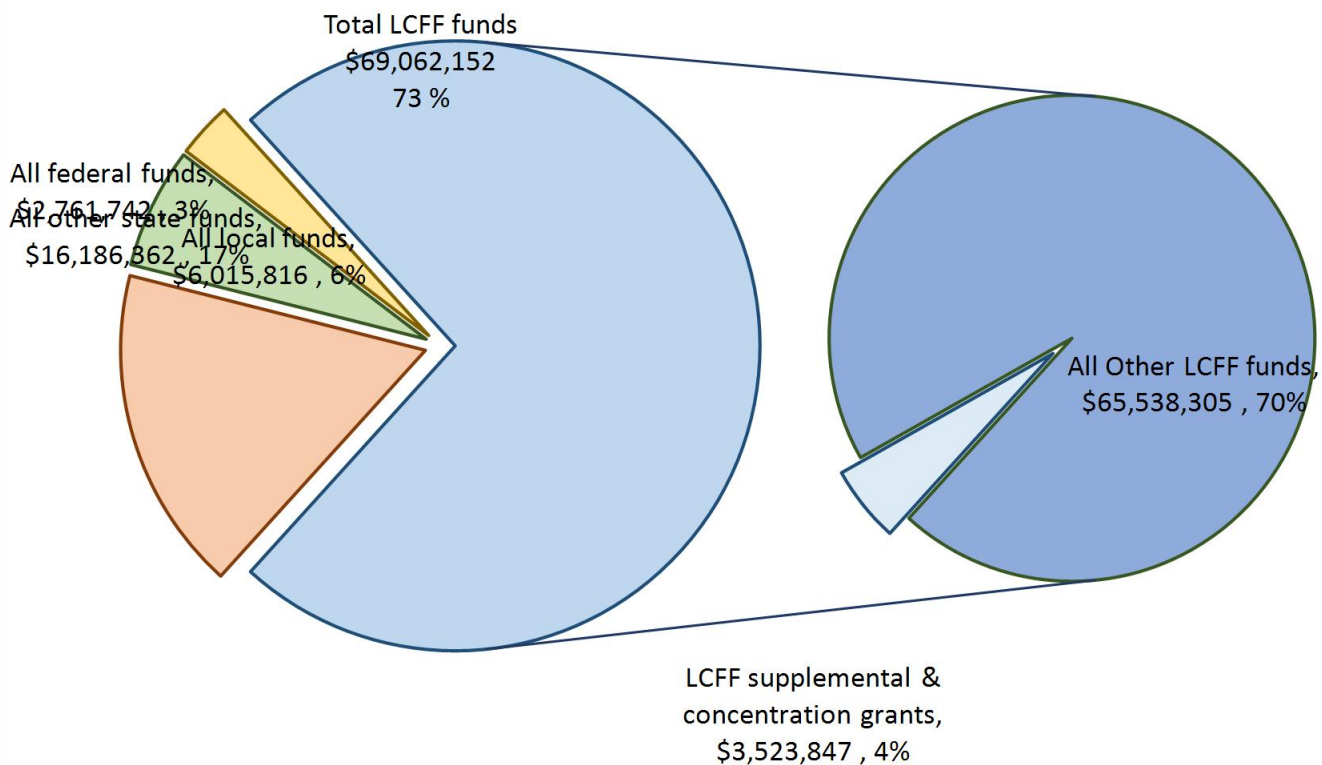
Brinda Leon

Superintendent

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714-990-7800

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$69,062,152
73 %

All federal funds,
$2,761,742 , 3%

All other state funds,
$16,186,362 , 17%

All local funds,
$6,015,816 , 6%

All Other LCFF funds,
$65,538,305 , 70%

LCFF supplemental &
concentration grants,
$3,523,847 , 4%

This chart shows the total general purpose revenue Brea Olinda Unified 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 Brea Olinda Unified School District is $94,026,072, of which $69,062,152 is Local Control Funding Formula (LCFF), $16,186,362 is other state funds, $6,015,816 is local funds, and $2,761,742 is federal funds. Of the $69,062,152 in LCFF Funds, $3,523,847 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
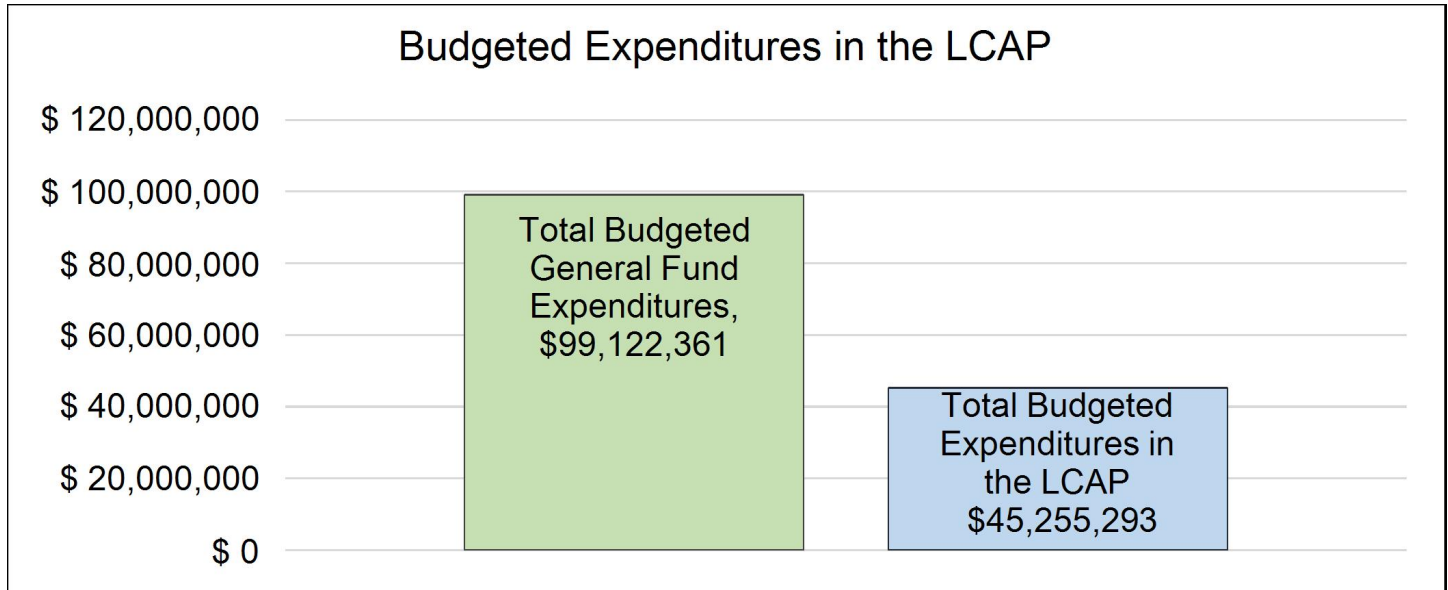
This chart provides a quick summary of how much Brea Olinda Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Brea Olinda Unified School District plans to spend $99,122,361 for the 2024-25 school year. Of that amount, $45,255,293 is tied to actions/services in the LCAP and $53,867,068 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
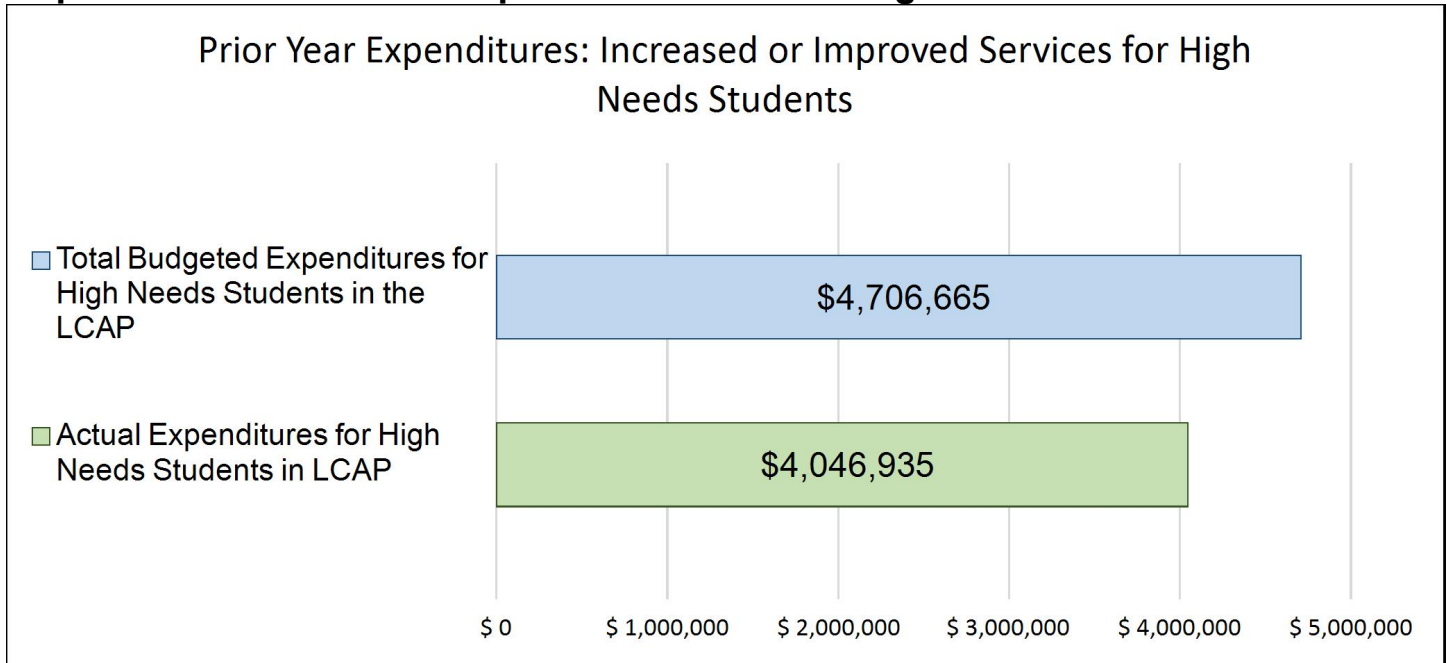
General Fund Budget Expenditures not in the LCAP involve expenditures not directly tied to the goals and actions aimed at improving student outcomes. These expenditures include routine restricted maintenance, certain administrative costs not associated with specific actions and goals in the LCAP, funds from federal programs with specific restrictions and guidelines separate from the LCFF and the LCAP, Cafeteria funds, and legal expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Brea Olinda Unified School District is projecting it will receive $3,523,847 based on the enrollment of foster youth, English learner, and low-income students. Brea Olinda Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Brea Olinda Unified School District plans to spend $4,839,204 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$4,706,665
☐ Actual Expenditures for High Needs Students in LCAP	$4,046,935

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

This chart compares what Brea Olinda Unified 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 Brea Olinda Unified 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 2023-24, Brea Olinda Unified School District's LCAP budgeted $4,706,665 for planned actions to increase or improve services for high needs students. Brea Olinda Unified School District actually spent $4,046,935 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-659,730 had the following impact on Brea Olinda Unified School District's ability to increase or improve services for high needs students:

While the district's expenditures for actions and services to increase/improve services for high needs students was less than the total budgeted expenditures for those planned services, this was because the District had other funding sources that were available for use (For example, carryover funding from the Learning Recovery Grant, A-G Improvement Grant, and other categorical funding eligible for such expenditures). Ultimately there was no adverse impact to the delivery of planned actions and services as these funds were available for use.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Brea Olinda Unified School District	Brinda Leon Superintendent	bleon@bousd.us 714-990-7800

Goals and Actions

Goal

Goal #	Description
1	Ensure that all students achieve proficiency in essential areas of skill and knowledge that lead to college and career readiness through engagement in rigorous and relevant educational experiences that develop their ability to collaborate, create, communicate and think critically, with specialized focus on closing the achievement gap for target populations (English learners, Foster Youth, Socio-Economically Disadvantaged, Special Education). Priorities 1:2:4:5:7:8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
GATE 1. Students who qualify for GATE 2. Teachers who participate in GATE Training 3. GATE students participating in extended learning opportunities	1. Number of students who qualified for GATE in 20/21: 37 2. Number of teachers who participated in GATE training in 20/21: 10 3. 66% of GATE identified students who participated in Extended Learning opportunities in 20/21. Data Source: Locally collected GATE Data	1. Number of students who qualified for GATE in 2021-2022: 110 2. Number of teachers who participated in GATE training in 2021-2022: 8 3. 87% of GATE identified students who participated in Extended Learning opportunities in 2021-2022. Data Source:	1. Number of students who qualified for GATE in 2022-2023: 144 2. Number of teachers who participated in GATE training in 2022-2023: 17 3. 99.3% of GATE identified students who participated in Extended Learning opportunities in 2022-2023. Data Source:	1. Number of students who qualified for GATE in 2023-2024: 81 2. Number of teachers who participated in GATE training in 2023-2024: 9 3. 71% of GATE identified students who participated in Extended Learning opportunities in 2023-2024 Data Source: Locally collected GATE Data	1. Number of students who qualified for GATE in 2023-2024: 46 2. Number of teachers who participated in GATE training in 2023-2024: 15 3. 70% of GATE identified students who participated in Extended learning opportunities in 2023-2024. Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Locally collected GATE Data	Locally collected GATE Data	Locally collected GATE Data	Locally collected GATE Data
Teacher participation in Professional Development opportunities focused on supporting at-risk learners and the implementation of academic content and performance standards adopted by the State Board.	During the 2019-2020 school year, 90% of BOUSD teachers and support staff participated in Professional Development opportunities that focused on supporting at-risk learners. Data Source: Locally collected PD Data CAASPP iReady	During the 2021-2022 school year, 90% of BOUSD teachers and support staff participated in Professional Development opportunities that focused on supporting at-risk learners. Data Source: Locally collected PD Data CAASPP iReady	During the 2022-2023 school year, over 89.6% of BOUSD teachers and support staff participated in Professional Development opportunities that focused on supporting at-risk learners. Data Source: Locally collected PD Data CAASPP iReady	During the 2023-2024 school year, over 90% of BOUSD teachers and support staff participated in Professional Development opportunities that focused on supporting at-risk learners. Data Source: Locally collected PD Data CAASPP iReady	For the 2023-2024 school year, 92% of BOUSD teachers and support staff participated in Professional Development opportunities that focused on supporting at-risk learners. Data Source: Locally collected PD Data CAASPP iReady
Percentage of Students performing at or above grade level in Reading and Math on the iReady Diagnostic #3. At the Secondary Level, percentage of who meet or exceed standard.	In 2020-2021 iReady Diagnostic Data reflected the following: 71% of Elementary students were at grade level in Reading in iReady. 68% of Elementary students were at grade level in Math in iReady.	In 2021-2022, iReady Diagnostic #3 data reflected the following: 69% of Elementary students were at grade level in Reading in iReady. 66% of Elementary students were at grade level in Math in iReady.	In 2022-2023, iReady Diagnostic #2 data reflected the following: 63% of Elementary students were at grade level in Reading in iReady. 54% of Elementary students were at grade level in Math in iReady.	In 2023-2024, iReady Diagnostic #2 data reflected the following: 71% of Elementary students were at grade level in Reading in iReady. 65% of Elementary students were at grade level in Math in iReady.	In 2023-2024, student performance on iReady Diagnostic #3 will show an increase in student performance, based on Year 2 iReady data. In 2023-2024 CAASPP results will show an increase in student performance,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	At the Secondary Level, approximately 67% of students met or exceeded the grade level standard in ELA. Approximately 48% of secondary students met or exceeded the grade level standard in Mathematics. Data Source: iReady CASSPP	In 2020-2021 68.11% of secondary students met or exceeded the grade level standard in Reading, 46.87% met the same standard in Math Data Source: iReady CASSPP	53% of junior high students were at grade level in Reading in iReady. 54% of junior high students were at grade level in Math in iReady. In 2021-2022, 61.36% of junior high students met or exceeded the grade level standard in ELA, 55.49% met the same standard in Math. 2022-2023 CASPP Data has yet to be released. Data Source: iReady CASSPP UPDATE: In 2022-2023 64.95% of secondary students met or exceeded the grade level standards in Reading, 44.33% met the same standard in Math.	59% of junior high students were at grade level in Reading in iReady. 57% of junior high students were at grade level in Math in iReady. In 2022-2023 62.11% of junior high students met or exceeded the grade level standard in ELA, 56.14% met the same standard in Math. 2023-2024 CAASPP Data has yet to be released. UPDATED: In 2022-2023 62.96% of secondary students met or exceeded the grade level standards in Reading, 58.03% met the same standard in Math. Data Source: iReady CASSPP	based on Year 2 CAASPP outcomes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	58% of all students in 2020-2021 met all A-G Requirements. Data Source: Dataquest	66% of all students in 2021-2022 met all A-G Requirements. Date Source: Aeries Analytics	61.10% have met A-G requirements with 30.12% on track - Total is that over 90% of all students in 2022-2023 met or were on track to meet all A-G Requirements. Date Source: Aeries Analytics	2023-2024 projected A-G completion rate: 76% Date Source: Aeries Analytics	60% of all students in 2023-2024 met all A-G Requirements. Data Source: Dataquest
Percentage of BOUSD College-Going Students (Add CTE Pathway Completion)	79% of BOUSD students from the 2019-2020 year are College-Going. 65 High School Seniors have completed a CTE pathway. Data Source: Dataquest CALPADS	79% of BOUSD students from the 2020-2021 year were College-Going (2019-2020 is the most recent statistic on DataQuest) 84 High School Seniors have completed a CTE pathway. Data Source: Dataquest CALPADS Aeries	79% of BOUSD students from the 2019-2020 year were College-Going (2019-2020 is the most recent statistic on DataQuest) 167 students are on track to complete a CTE pathway, with 63 seniors on track to complete a CTE pathway in the 2022-2023 school year. 13.6% of graduating seniors completed all A-G requirements AND completed one or more CTE	75.6% of BOUSD students from the 2020-2021 year were College-Going (2020-2021 is the most recent statistic on DataQuest) 390 students are on track to complete a CTE pathway, with 115 completed a CTE pathway in the 2023-2024 school year. 51.3% of graduating seniors completed all A-G requirements AND completed one or more CTE pathways in the 2022-2023 school year.	81% of BOUSD students from the 2023-2024 will qualify as College-Going. 68 High School Seniors will complete a CTE pathway in 2023-2024. 15% or more students will complete both all A-G requirements and at least one CTE pathway. Less than 5% of students will complete a CTE pathway but not meet all A-G requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			pathways in the 2021-2022 school year. 7.6% of students completed a CTE pathway but did not meet all A-G requirements. Data Source: Dataquest CALPADS Aeries	48.7% of students completed a CTE pathway but did not meet all A-G requirements in the 2022-2023 school year. Data Source: Dataquest CALPADS Aeries Analytics	Data Source: Dataquest CALPADS
Expand Course Offerings/Broad Course of Study	In 2020-2021, the number of students enrolled in Korean and AP Computer Science courses: Korean: 88 AP Computer Science: 65 Data Source: Aeries Enrollment Aeries Enrollment	In 2021-2022, the number of students enrolled in Korean and AP Computer Science courses: Korean: 88 AP Computer Science: 65 Data Source: Aeries Enrollment	In 2022-2023, the number of students enrolled in Korean and AP Computer Science courses: Korean: 214 AP Computer Science: 105 Total Number of Students in all Computer Science Courses: 218 Data Source: Aeries Enrollment	In 2023-2024, the number of students enrolled in Korean and AP Computer Science courses: Korean: 83 AP Computer Science: 81 Total Number of Students in all Computer Science Courses: 222 Data Source: Aeries Enrollment	In 2023-2024, the number of students enrolled in Korean and AP Computer Science courses: Korean: 93 AP Computer Science: 70 Data Source: Aeries Enrollment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate 1. An increase in the amount of students who demonstrate improvement on ELPAC and achieving English Proficiency on ELPAC, and Reclassification %. 2. Fully Credentialed and Appropriately Assigned Teachers	1. In 2018-2019, 13.29% of students scored at Level 1, 25.71% at Level 2, 43.36% at Level 3 and 17.65% at Level 4 on the Summative ELPAC. In 2019-2020, and 12 % of English Learners met all requirements for Reclassification. 2. In 2019-2020, 100% of teachers were Fully Credentialed and Appropriately Assigned. Data Source: CA Dashboard	1. In 2020-2021, 8.06% of students scored at Level 1, 23.42% at Level 2, 41.07% at Level 3 and 27.45% at Level 4 on the Summative ELPAC. 12.5% of English Learners met all requirements for Reclassification. 2. In 2021-2022, 100% of teachers were Fully Credentialed and Appropriately Assigned. Data Source: CA Dashboard Aeries Analytics	1. In 2021-2022 9% of EL students scored at Level 1, 24% at Level 2, 37% at Level 3 and 30% at Level 4 on the Summative ELPAC. In 2022-2023 (As of April 1, 2023), 11.28% of EL students scored at Level 1, 27.18% at Level 2, 44.87% at Level 3 and 17.07% at Level 4 on the Summative ELPAC. As of May, 2023, the reclassification rate of English Learners was approximately 14%. 2. In 2022-2023, 100% of teachers were Fully Credentialed and Appropriately Assigned. Data Source: CA Dashboard Aeries Analytics	1. In 2022-2023 10.62% of EL students scored at Level 1, 24.31% at Level 2, 36.49% at Level 3 and 28.76% at Level 4 on the Summative ELPAC. As of May, 2024, the reclassification rate of English Learners was approximately 17%. 2. In 2023-2024, 100% of teachers were Fully Credentialed and Appropriately Assigned. Data Source: CA Dashboard Aeries Analytics	1. In 2023-2024, 7% of students scored at Level 1, 23% at Level 2, 40% at Level 3 and 30% at Level 4 on the Summative ELPAC. 15% of English Learners made progress towards English Proficiency and Reclassified. 2. In 2023-2024, 100% of teachers were Fully Credentialed and Appropriately Assigned. Data Source: CA Dashboard
EAP 1. EAP %	1. 2018-2019 EAP: ELA - 31.55% Math - 23.99%	1. 2020-2021 EAP: There is no EAP data, as that is derived from	1. 2021-2022 EAP: ELA - 70% Math - 48%	1. 2022-2023 CAASPP/EAP (11th Grade):	1. 2023-2024 EAP: ELA - 34% Math - 26%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. % of Students who have passed with a score of "3" or higher.	2. In 2019-2020, 70% of AP exams were passed with a score of "3" or higher. Data Source: College Board CAASPP	CAASPP, which was not required last year by the state. 2. In 2020-2021, 62% of AP exams were passed with a score of "3" or higher. Data Source: College Board CAASPP	2. In 2021-2022, 68.77% of AP exams were passed with a score of "3" or higher. 2022-2023 AP Exams have yet to be administered. Data Source: College Board CAASPP	ELA - 55.41% Math - 27.35% 2. In 2022-2023, 74.12% of AP exams were passed with a score of "3" or higher. 2023-2024 AP Exams results have yet to be obtained. Data Source: College Board CAASPP	2. In 2023-2024, 73% of AP exams were passed with a score of "3" or higher. Data Source: College Board CAASPP

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Successes:

The district made significant strides in carrying out this goal in the 2023-2024 school year. The focus on academic growth led the District to review current practices, find areas for growth, and develop actionable Wildly Important Goals (WIGs) which included progress monitoring. Professional development related to Professional Learning Communities (PLC), Universal Design for Learning (UDL), GATE certification, and the use of data to drive instructional decisions supported BOUSD is making progress on Goal 1. Additionally, three BOUSD sites have participated in the OCDE MTSS professional learning, and this has resulted in reflection on our processes for providing tiered supports to serve the whole child. A review of data yields the following successes and challenges for 2023-2024 progress on Goal 1:

* There was an increase in teachers participating in the GATE certification process as well as an increase in the number of students who qualified for the GATE program, as measured by Professional Development records and the BOUSD GATE qualification process.

* There was an increase in teacher participation in Professional Development in 2023-2024 as measured by our own participation data collection process. Professional Development opportunities included our two district staff development days, site level training, conference attendance, after school training provided by instructional coaches, and pull-out training provided by OCDE, iReady, and the Ed. Services department.
* Academic progress in Reading and Math for grades K-8, as measured by iReady, demonstrated an increase of percent of students at grade level. Targeted professional development was provided for teachers in the 2023-2024 school year, and this should result in increased use of the program with fidelity and support student growth.
* Academic progress as measured by the 2022-2023 CAASPP demonstrated growth in ELA and Math at Brea Junior High but an overall decline in ELA and Math proficiency at the secondary level.
* There has been an increase in A-G completion rates, and the efforts of Brea Olinda High School to utilize data as part of the PLC process to decrease D and F rates has resulted in greater student achievement.
* The BOUSD has improved supports for English Learners, as measured by performance on the Summative ELPAC, CA Dashboard and reclassification rates. A program analysis attributes this to improved monitoring systems, professional development for teachers, and changes made to the ELD courses at the secondary level.

Challenges:

*The provision of services to improve supports for significant subgroups such as English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.
*Allocating resources to provide students with sections that will allow them to complete A-G requirements in foreign language.
*Improving the reclassification rate for English Learners while the District's English Language Development program continues implement ELD standards across the district.
*Meeting CTE pathway completion goals while securing sustainable funding for such courses.
* Additional consideration to the implementation of MTSS and tiered supports is required to improve services to these students and close the achievement gap.

Actions Not Implemented or Implemented in a Substantially Different Manner Than Described in the LCAP:

There were no Actions that were implemented in a substantially different manner than those described in the 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.

The district deepened its commitments and resources to many existing services in the 2023-2024 school year, specifically professional development for teachers and staff (Action 1.13). The August Staff Development Day (Action 1.5) included a focus PLC culture at the secondary level and the foundations of UDL at the elementary level. The January Staff Development Day (Action 1.5) included a review for student achievement data with an emphasis on demographic groups (provided to certificated and classified staff), student wellness and the implementation of UDL.

Some of the material differences between the district's actions and expenditures can be delineated as follows:

Action 1.5: Professional Development Days - The District ended up using in house speakers instead of contracted professionals and there were savings realized from the use of district personnel and district staff to run workshops.

Action 1.22: Social Studies Textbook Adoption - The District originally anticipated a two year payout for this action but realized that other expiring one time funds could be used to offset the cost of this significant expenditure.

Action 1.27: AP Reimbursements - The High School used ASB funds to ensure that all students who wanted to take AP examinations had the ability to do so.

Action1.28: PSAT Examination - The High School used ASB funds to ensure that all students who wanted to take AP examinations had the ability to do so.

Instructional coaches (Action 1.10) provided training the following areas:
* AVID strategies (Actions 1.2, 1.3 and 1.4)
* Designated and Integrated ELD (Action 1.12)
* GATE certification and strategies (Action 1.14 and 1.15)
Increase in training and awareness of AVID Strategies (Actions 1.2, 1.3 and 1.4) as delivered by the one its instructional coaches allowed the district to make this a priority for consideration at all schools in the district.

Conference attendance for 2023-2024 included:
* California Science Education Conference
* California Mathematics Council
* California Association for Bilingual Education (CABE) Conference
* Magnet Schools of America Conference
* CUE Conference
* AVID Summer Institute
* MTSS Professional Learning Institute
* Solution Tree Professional Learning Communities Summit

Professional Learning Communities and the development of a data-driven culture were a priority in 2023-2024. The consistent use of iReady as a data point to inform instructional decisions and plan for providing intervention and enrichment for students was a priority of 2023-2024 (Action 1.8). Professional development was designed to address the needs and implementation concerns at all elementary sites and Brea Junior High, and site-specific training was provided following the implementation of Diagnostic #2. At Brea Olinda High School, Illuminate (Action 1.6) supported the development common assessments that were utilized as apart of the PLC process, contributing to their success with reducing D and F rates and an increase in A-G completion. A large part of the systems of support for reading at the elementary level includes intervention provided by the six Reading Specialists (Action1.17) and their use of research-based intervention materials (Action 1.18, 1.19 and 1.23). Students are identified for this support via the PLC and SST processes and this work has resulted in an increase in Reading proficiency on iReady at the elementary level.

Investments in additional staff were made to support program implementation and student services. Dedicated instructional coaches at the Laurel Elementary Magnet School of Innovation and Career Exploration and Falcon Academy of Science and Technology (Action 1.10) were put into place in the 2022-2023 school year after feedback indicated greater levels of support for teachers in the execution of their cocurricular programming. Additionally, instructional coaches provide support in the areas of math, science, AVID, EL support, and GATE. Two special education instructional coaches (Action 1.26) supported special education staff with the IEP process and teacher coaching. Staffing changes within the district resulted in a single instructional coach for special education in the 2023-2024 school year. The academic progress of students with disabilities continues to be an area of concern and will be a focus for 2024-2025. Data analysis (CAASPP and CA Dashboard) at Laurel Elementary Magnet School of Innovation and Career Exploration identified a need for additional intervention and an intervention teacher (Action 1.30) was funded for 2022-2023. While 2022-2023 CAASPP scores increased at the site, this support was not continued into the 2023-2024 school year.

The 2023-2024 school year included specific efforts to increase A-G completion rates, expand course offerings, and increase the percent of BOUSD college-going students. These efforts included College Career Guidance NCROP Counselor Support (Action 1.7), AVID at Brea Olinda High School (Action 1.2), summer school (Action 1.20), new course offerings (Action 1.24 and 1.25), AP reimbursements (Action 1.27), and PSAT offering (Action 1.28). These collective efforts have resulted in increase A-G completion rates, increased student enrollment in new course offerings (i.e. Korean, Computer Science, AP Pre Calc), and an increase the percent of students attending two-year or four-year colleges and universities. The 2024-2025 school year will include continued efforts in these areas but with an intentional focus on demographic groups in order to close the achievement gap.

Funds budgeted for extended learning at the site level were not fully utilized at the elementary sites. Collaboration with site administrators and leadership teams is required in order to develop extended learning opportunities before and after school for students, specifically unduplicated pupils.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The District held two Staff Development Days (Action 1.5) that were constructed with a deliberate focus on MTSS strategies, SEL, and differentiation to create more individualized experiences for students. We believe this, coupled with purposeful coaching and mentoring done

by the instructional coaches (Action 1.10) has led to improvements in the overall instructional program. The District's Reading Specialists (Action 1.17) were very focused on using iReady data (Action 1.8) coupled with best practices for closing achievement gaps in reading at all elementary school sites. Regularly scheduled meetings with the reading specialists were facilitated by the Director of Ed. Services in order to calibrate work in the district both horizontally across all sites as well as vertically. Results from the 2022-2023 CAASPP assessments in ELA and math indicate a slight growth in achievement but analysis of our demographic groups such as English Learner, students with disabilities, foster and homeless youth, Hispanic/Latino and African American indicate a need to review practices. The 2023-2024 CAASPP results are not available as of the completion of this LCAP update. An analysis of iReady (Action 1.8) diagnostic 2 data shows a promising trend between 2022-2023 and 2023-2024: an 8% increase in the number of elementary students at grade level in reading and a 9% increase in the number of elementary students at grade level in mathematics.

As a part of our ongoing efforts to ensure that all students have learning experiences that focus on college and career readiness opportunities while also addressing the learning gaps that exist among various demographic groups, BOUSD saw various actions in Goal 1 move the district forward. Efforts were made to further support AVID strategies at existing AVID schools (Actions 1.2, 1.3 and 1.4) while also expanding the knowledge base of instructions and AVID strategies across the district's other campuses in order to continue the advancement of a college and career ready culture in the District. The addition of instructional coaches at Laurel Elementary Magnet School of Innovation and Career Exploration and Falcon Academy of Science and Technology (Action 1.10) contributed to the success of their cocurricular programing and promoted 21st century skills and career exploration. Efforts at the secondary level to promote college and career readiness have improved A-G completion, CTE pathway completion, and percent of college-going students. Continued efforts to engage uduplicated pupils is necessary.

Year 3 Outcomes to Support the Effectiveness of this Goal:

As the actions in Goal 1 were executed with one another we believe that they contributed to an overall improvement of student learning and success across the District, as evidenced by the following metrics:

- An increase in the participation rates of GATE students in extended learning activities over the previous school year.
- Increased numbers of teachers participating in GATE training over the previous school year.
- Increased numbers of students performing at grade level in both Mathematics and English as seen in iReady Scores in Diagnostics
- Increased numbers of students on track to complete A-G requirements over the previous year.
- An expansion of course offerings reflected in a larger enrollment of students in both Computer Science and Korean courses over the previous year.
* An increase in CTE pathway completions.
* An increase in English Learner reclassification rates

While these actions and metrics show performance gains, the district will continue to encourage a culture of continuous improvement around them that will elevate student learning into the next school year.

Community partner feedback, an analysis of data and metrics, and a careful evaluation of resources compel the District to approach this goal with greater efficiency and effectiveness. Toward that end, the District has added actions in the 2024-2025 LCAP to improve foundational literacy instruction via the UFLI reading intervention program, English 3D curriculum to support English Language Development, Ellevation online program to support EL progress monitoring, and additional parent/guardian workshops related to academic success. respectively. Activities for GATE students and professional development training for GATE teachers has been, and will continue to be, expanded. Additional support and training for the LCFF paraprofessional aides (Action 1.12) will be coming from the EL instructional coach (Action 1.10), delivered throughout the year with frequency and purpose. Deliberate and focused professional development from the other instructional coaches using best practices that will encourage collaboration and team building will be coming from the Math/Science and GATE/History/English Instructional Coaches (also Action 1.10). Special education instructional coaches (Action 1.26) will continue to be a resource for sites and will continue to provide individual, grade-level, and site-level support. A universal focus on differentiated instruction at the elementary level with deliberate PD throughout the year that will support the general education and special education populations.

Wildly Important Goals (WIG's) will be adopted by all schools to drive instructional excellence. These WIG's will be tied to metrics that support Goal1 and will be understood by all staff at each site. To facilitate progress on WIG's and LCAP goals, we will continue to work on the establishment of a PLC culture rooted in data, specifically data of unduplicated pupils and demographic groups.

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.

Goals and Actions

Goal

Goal #	Description
2	Expand access to rigorous and relevant 21st century learning tools, resources and skills for all staff and students to maximize collaboration, improve communication, inspire creativity, cultivate computational thinking skills, and expand learning opportunities beyond the classroom setting preparing them for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Technology 1. Ensure access to standards aligned Instructional Materials 2. Increased number of devices in student hands. 3. Increased number of students who have access to web-based curriculum. 4. Increased performance on CAASPP ELA and Math Assessments (iReady in lieu of CAASPP for 20-21 in Elementary)	1. In 2020-2021, 100% of students have access to standards aligned Instructional Materials. 2. In 2020-2021, 3,500 devices (iPads and Chromebooks) were deployed to students to take home. 3. In 2020-2021, 95% of students have access to web-based curriculum. 4. In 2020-2021, 71% of Elementary students were at grade level in Reading	1. In 2021-2022, 100% of students have access to standards aligned Instructional Materials. 2. In 2021-2022, 300 devices (iPads and Chromebooks) were deployed to all students who were in need of a device to either learn remotely, or to access regular curriculum from home. 100% of students who request a device to learn on from home have their needs met. 3. In 2021-2022, 100% of students	1. In 2022-2023, 100% of students have access to standards aligned Instructional Materials. 2. In 2022-2023, 672 devices (iPads and Chromebooks) were deployed to all students who were in need of a device to either learn remotely, or to access regular curriculum from home. 100% of students who request a device to learn on from home have their needs met. 3. In 2022-2023, 100% of students	1. In 2023-2024, 100% of students continue to have access to standards aligned Instructional Materials. 2. Over 5,700 Chromebooks are available for distribution. The District has 1:1 in class Chromebooks in grades 3-6. We are also 1:1 at BOHS, BCHS and BJHS 100% of students who request a device to learn on from home have their needs met.	1. In 2023-2024, 100% of students have access to standards aligned Instructional Materials. 2. In 2023-2024, 100% of all students who request devices (iPads and Chromebooks) to continue learning from home will be served. 3. In 2023-2024, 97% of students have access to web-based curriculum. 4. In 2023-2024, CAASPP results will show an increase in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in iReady. 68% of Elementary students were at grade level in Math in iReady. CAASPP results are pending and will be shared upon release for Secondary students. Data Source: CA Dashboard CAASPP iReady Locally Collected Technology-Based Data	have access to web-based curriculum. 4. In 2021-2022, 64.5% of Elementary students met or exceeded standard on the ELA portion of CAASPP. 57.9% of Elementary students met or exceeded standard on the Math portion of CAASPP. Data Source: CA Dashboard CAASPP iReady Locally Collected Technology-Based Data	have access to web-based curriculum. 4. In 2021-2022 , 64.5% of students met or exceeded standard on the ELA portion of CAASPP. 57.9 % of Elementary students met or exceeded standard on the Math portion of CAASPP. • 2022-2023 CAASPP results are pending and will be shared upon release. Data Source: CA Dashboard CAASPP iReady Locally Collected Technology-Based Data IT Director	3. In 2022-2023, 100% of students have access to web-based curriculum. 4. In 2022-2023, 62.96% of students met or exceeded standard on the ELA portion of CAASPP. 58.03% of Elementary students met or exceeded standard on the Math portion of CAASPP. • 2023-2024 CAASPP results are pending and will be shared upon release. Data Source: CA Dashboard CAASPP iReady Locally Collected Technology-Based Data IT Director	student performance, based on Year 2 CAASPP outcomes. Data Source: CA Dashboard CAASPP iReady Locally Collected Technology-Based Data
Science, STEM/STEAM	1. In 2018-2019, 29.93% of students	1. In 2020-2021, 42.27% of students	1. In 2021-2022, 48.29% of students	1. In 2022-2023, 47.08% of students	1. In 2023-2024, 32% of students will Meet

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Increased student performance on CAST 2. Increase number of participants in STEM-related events or activities	Met or Exceeded Standard on the CA Science Test. 2. In 2020-2021, 600 family members participated in STEM-related activities Data Source: CA Dashboard Locally Collected STEM Data	Met or Exceeded Standard on the CA Science Test. 2. In 2021-2022, 1600+ family members participated in STEM-related activities Data Source: CA Dashboard Locally Collected STEM Data	Met or Exceeded Standard on the CA Science Test. 2. In 2022-2023, over 900+ family members participated in STEM-related activities Data Source: CA Dashboard Locally Collected STEM Data	Met or Exceeded Standard on the CA Science Test. 2022-2023 ELEM Activities: Lunch and Launch - 50 participants(Oct) STEAM Night - 100 participants(Sept) STEAM Night - 100 participants (Feb) Recycled Fashion Show - 50 participants(Jan) Data Source: CA Dashboard Locally Collected STEM Data	or Exceed Standards on the CA Science Test 2. In 2023-2024, 615 family members will participate in STEM-related events or activities. Data Source: CA Dashboard Locall Collected STEM Data
Technology-Based Curriculum, Support and Development 1.Increased access to tech-based courses for credit recovery, etc. 2. Increased A-G / College Readiness percentages	1. In 2020-2021, there were 209 course enrollments in APEX, our tech-based program for credit recovery. 2. 58% of all students in 2020-2021 met all A-G Requirements. Data Source:	1. In 2021-2022, there were course enrollments in APEX, our tech-based program for credit recovery. 2. 66% of all students in 2021-2022 met all A-G Requirements. Data Source:	1. In 2022-2023, there were 103 students enrollment in APEX courses. 403 courses completions were recorded as of 3.31.2023 in APEX, our tech-based program for credit recovery. An additional 268 courses were active as of that	1. Currently there 264 APEX courses in progress across approximately 93 secondary students (76 HS / 17 BJHS). In the summer of 2023, 474 students completed at least one APEX course.	1. In 2023-2024, there will be 212 course enrollments in APEX, our tech-based program for credit recovery. 2. 60% of all students in 2023-2024 met all A-G Requirements. Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dataquest/CALPADS Locally Collected APEX Enrollment Data	Dataquest/CALPADS Locally Collected APEX Enrollment Data	same data and 557 courses were completed by students in the summer of 2022. 2. In 2022-2023 over 90% of all students at the high school level had met, or were on track to meet, all A-G Requirements. Data Source: Dataquest/CALPADS Locally Collected APEX Enrollment Data	2. Projections for 2023-2024 A-G completion is 67% Data Source: Dataquest/CALPADS Locally Collected APEX Enrollment Data	Dataquest/CALPADS Locally Collected APEX Enrollment Data

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Successes:

The District is proud of the work it has done to expand access to rigorous and relevant 21st century learning tools, resources and skills for all staff and students to maximize collaboration, improve communication, inspire creativity, cultivate computational thinking skills, and expand learning opportunities beyond the classroom setting. Overall, the California School Dashboard shows that BOUSD was in the "green" bandwidth overall for English Learner Progress, Graduation Rate, ELA performance and Mathematic performance. While not necessarily causative, we believe there is a correlation between this data and Action in Goal 2 of the 2023-2024 LCAP. Analysis by educational partners of planned actions and their implantation in the 2023-2024 school year revealed the following Successes and Challenges:

* The commitment to hiring staff to support student engagement and interaction with technology (attributed to Actions 2.1, 2.4, 2.5)
* There was an increased focus on technology purchases in 2022-2023 and 2023-2024, moving the district closer to a 1:1 ratio of devices to students at the junior high and high school. The commitment in the 2024-2025 is to expand that 1:1 commitment to the elementary levels.
* All students have access to web-based learning tools while on campus and all students who requested a devise or hotspot were accommodated (attributed to Actions 2.13 and 2.18)
* After a careful deconstruction of academic performance data on the CAASPP, CAST and internal iReady scores, the district allocated resources to promote equity and access, with the creation of a district wide task force who began looking at how to implement equity initiatives for the balance of the 2023-2024 school year.
* The AVID program was executed with great fidelity at the junior high and high school level with significant resources allocated to the hiring of AVID tutors. The district plans to support AVID tutors in the 2023-2024 school year without the use of employment agencies but the labor market will determine if this is feasible or not.
* The implementation of STEM and STEAM activities executed through the instructional coaches at Laurel Elementary and the Falcon Academy of Technology were executed consistent with related goals and actions, but STEM and STEAM activities that were anticipated to be offered district wide did not materialize as had been hoped. A significant decline in participation STEM and STEAM activities district wide was the result of the analysis done related to the planned versus actual implementation of this metric.

Challenges:

*Professional Development continued to be a high priority for the district in the 2023-2024 school year but finding a sustainable source of funding after Educator Effectiveness funds are depleted is a challenge the district is attempting to address in current and future Budget planning.
*The District continued to support the online academy at the elementary level, but the required staffing was significantly less than anticipated after the start of the 2023-2024 school year, thus reducing the need for online academy teachers by 2/3 of what was projected when the 2023-2024 LCAP was written. The implementation of this action was still carried out, and online options will continue to be available to elementary students in the 2024-2025 school year, but at a smaller scale.
*The Laurel Elementary School of Innovation and Career Exploration received approval to expand programming through the creation of an outdoor garden and Career Lab that will enhance the school's co-curricular programming, but this may create equity concerns with other elementary campuses that do not have signature programming at their sites. The district has been addressing this challenge in an ongoing manner.

Actions Not Implemented or Implemented in a Substantially Different Manner Than Described in the LCAP:

There were no Actions that were implemented in a substantially different manner than those described in the 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.

The district was committed to continuing the advancement of Goal 2 through a variety of programs and initiatives. This includes maintaining the full-time instructional coaches at both Laurel Elementary Magnet School of Innovation and Career Exploration as well as the Falcon Academy of Science and Technology (Action 2.10). Previously one coach was split between the two sites but it was determined that each school needed its own coach to support the unique instructional programming that defines those schools.

Some of the material differences between the district's actions and expenditures can be delineated as follows:

2.9: Independent Studies (IS) Program - The District lost an independent study teacher at the start of the year and, combined with low enrollment in the IS program at the time, chose not to fill the position, leading to a realization of savings.

2.18: Technology Acquisition for 1:1 Devices - The District's Technology Plan was revisited in the fall of the 2023-2024 school year by Executive Cabinet in the wake of other technology needs being evident. A decision was made to hold off on 1:1 device acquisition and upgrades in order to fund more emergent, but less costly technology needs such as flat screen displays.

There will be a continuation of the tech rep stipends (Action 2.1), elementary media techs (Action 2.5) and the IT team (Action 2.4) to support technology needs in all classrooms. The district will also be expanding its commitment to offering 1:1 device availability at the junior high and high school and looking to put into place next steps in he district's technology plan (Action 2.2, 2.3 and 2.13). This will support learning at all school sites and benefit, for example, the expansion plans of the Laurel Career Exploration and Innovation elementary school, and the dedication of a new space at the school for this purpose. Professional development funds and instructional materials will also be dedicated toward these purchases and projects.

The district had substantial plans to be responsive to online learning needs at the elementary level but ended up reducing the number instructors because fewer students opted for an online learning experience (Activity 2.15). Additionally, Apex learning (Action 2.8) and the use of an online independent study program (Action 2.9) provide additional web-based opportunities for learning and support student academic growth and progress towards college and career readiness. Adding an elementary counselor, maintaining an intervention counselor at Brea Canyon High School, and adding a counselor on special assignment (Action 2.7) will constitute ongoing and improved services to students, especially those at-promise.

In order to address budget constraints, the District has engaged educational partners in a review of the technology subscriptions utilized throughout the District. This has resulted in decisions to reduce subscriptions based upon infrequent usage or a more efficient alternative. As a result, programs such as Mystery Science (Action 2.11) and Kajeet (Action 2.14) will not be renewed moving forward.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Many actions in Goal 2 led to progress as identified by the metrics embodied in this goal and support its overall effectiveness.
*The instructional coach positions (Action 2.10) were more structured and focused on best practices and effective pedagogy, resulting in an improved instructional program in the 2023-2024 school year at those school sites.
*The evidence of the increased effectiveness of the instructional coaches was evidenced in the increased amount of professional development of EL paraprofessionals, the increased reclassification rate in the 2022 2023 and 2023-2024 school years, the increased amount of enrichment activities for GATE students, and the introduction of grade level professional development at the K-2 level in 2022-2023 and 2023-2024.
*Tech rep stipends (Action 2.1), elementary media technicians (Action 2.5), and IT personnel (Action 2.4) keep us moving closer to 1:1 device allocation and increased and ongoing usage of technology as complementary support for the delivery of the core curriculum as evidenced by the over 5,700 Chromebook devices distributed across the district.
*The APEX licenses have been used to ensure access to the 21st century curriculum and allow students, especially those who struggle with the traditional curriculum, to acquire necessary credits to stay on track for graduation.

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

A review of the actions has indicated that progress has been made on Goal 2. Action 2.9 reflects the presence of independent studies programs throughout at the secondary level, inclusive of independent studies programming at Brea Junior High School and Brea Junior High School. Action 2.12 now encompasses the physical and life science materials and Accelerated Learning program at Brea Junior High School as well as the attendance of teachers at the annual STEAM Symposium. This action also anticipates growth in this area for professional development and additional supplies. Action 2.15 reflects the continuation of the Brea Online Academy to meet the needs of elementary students whose families prefer independent learning through a homeschool option or through online instruction led by a BOUSD certificated teacher. Action 2.18 reflects a substantial increase in the district's financial commitment to technology purchases (flat screen televisions, lab supplies for the HOWL Print Lab at Brea Canyon High School, and anticipated upgrades to technology that will be needed to support the 1:1 device goal at Brea Olinda High School and, eventually, the elementary sites. Action 2.19 reflects an expansion of the Laurel Career Exploration programming the placement of a portable classroom to be funded through Other Local Funds, an outdoor garden and additional professional development.

Improvements and refinements to existing practice were in place during the 2023-2024 school year that lead to the collection of more relevant and substantive data. This includes purposeful and predetermined data points that were be monitored throughout the school year. This should allow the district to pivot as needed in response to these lead data measures with the hope of improving student outcomes for all students, but especially UPP students and those at-promise.

The district has also been mindful of the need to be more connected to parent and to promote parent involvement and participation and thus there will be the continuance of standing parent/guardian, student and teacher and staff advisory committees in 2024-2025, and an emphasis will be placed on the participation of unduplicated pupils and their parents/guardians.

We have a renewed commitment to adopting and executing the goals and recommendations made in the District's Commitment to its Technology and English Learner Plans. There will also be a focus to make improvements toward equity and access in the district, through purposeful professional development, and deliberate hiring practices targeting applicants whose experience includes diversity, equity and inclusion.

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.

Goals and Actions

Goal

Goal #	Description
3	Cultivate a positive, safe, and respectful school environment that promotes engagement and school connectedness which includes systems of communication and support for students, parents and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Positive Behavior Intervention Supports, Social Emotional Learning, Digital Citizenship, Engagement and Learning 1. Chronic Absenteeism, High School Dropout Rate, High School Graduation Rate 2. Suspension/Expulsion Rate	1. In 2019-2020: Chronic Absenteeism - 7.1% Attendance Rate - 97% High School Dropout Rate - 9% High School Graduation Rate - 93.6% Middle School Dropout Rate - 0% 2. In 2019-2020: Suspension Rate - .8% Expulsion Rate - 0% Data Source: CA Dashboard Dataquest CALPADS	1. In 2020-2021: Chronic Absenteeism - 16.02% Attendance Rate - 93.89% High School Dropout Rate - 9% High School Graduation Rate - 93.4% Middle School Dropout Rate - 0% 2. In 2020-2021: Suspension Rate - 5.6% Expulsion Rate - 0% Data Source: CA Dashboard Dataquest CALPADS	1. In 2021-2022: Chronic Absenteeism - 13% Attendance Rate - 92% High School Dropout Rate - 6.3% High School Graduation Rate - 93.7% Middle School Dropout Rate - 0% 2. In 2021-2022: Suspension Rate - 1.7% Expulsion Rate - 0% Data Source: CA Dashboard Dataquest CALPADS	2022-2023 Chronic Absenteeism - 14.4% 2023-2024 Chronic Absenteeism- 8.2% 2023-2024 Attendance Rate - 96.42% 2022-2023 High School Dropout Rate - 1.63% 2022-2023 High School Graduation Rate - 93.1% Middle School Dropout Rate - 0% 2022-2023 Suspension Rate - 2.1%	1. In 2023-2024: Chronic Absenteeism - 5% Attendance Rate - 98% High School Dropout Rate - 7% High School Graduation Rate - 94% 2. In 2023-2024: Suspension Rate - .5% Expulsion Rate - 0% Data Source: CA Dashboard Dataquest CALPADS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				2023-2024 Suspension Rate - .7% 2022-2023 Expulsion Rate - 0% 2023-2024 Expulsion Rate - 0% (2 students) Data Source: CA Dashboard Dataquest CALPADS	
Maintenance and Facilities	In 2019-2020, All Facilities met good repair. Data Source: SARC	In 2020-2021, All Facilities met good repair. Data Source: SARC	In 2021-2022 and 2022-2023 all facilities met good repair. Data Source: School SARCs	In 2022-2023 and 2023-2024 all facilities met good repair. Data Source: School SARCs	In 2023-2024, all Facilities will be in good repair. Data Source: SARC
Stakeholder Engagement	As a result of ongoing, differentiated stakeholder engagement efforts (surveys, town hall meetings, parent webinars, student meetings) to gauge feedback on school safety, school connectedness, instructional programs, facilities	As a result of ongoing, differentiated stakeholder engagement efforts (surveys, town hall meetings, parent webinars, student meetings) to gauge feedback on school safety, school connectedness, instructional programs, facilities	As a result of ongoing, differentiated stakeholder engagement efforts (surveys, town hall meetings, parent webinars, student meetings) to gauge feedback on school safety, school connectedness, instructional programs, facilities	As a result of ongoing, differentiated stakeholder engagement efforts (surveys, town hall meetings, parent webinars, student meetings) to gauge feedback on school safety, school connectedness, instructional programs, facilities	As a result of ongoing, differentiated stakeholder engagement efforts (surveys, town hall meetings, parent webinars, student meetings) to gauge feedback on school safety, school connectedness, instructional programs, facilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and overall student support, in 2020-2021, 75% of parents completed the LCAP Feedback Survey. Data Source: Locally collected LCAP Feedback Survey Data	and overall student support, in 2020-2021, 617 parents completed the CHKS Survey, and 403 parents completed the LCAP Feedback Survey. Data Source: Locally collected LCAP Feedback Survey Data	and overall student support, in 2020-2021, over 600 parents completed the CHKS Survey, and 695 parents completed the LCAP Feedback Survey through April 1, 2023. Data Source: Locally collected LCAP Feedback Survey Data	and overall student support, in 2023-2024, and 1,574 parents completed the LCAP Feedback Survey through April 1, 2024. Data Source: Locally collected LCAP Feedback Survey Data	and overall student support, in 2023-2024, 630 parents completed the CHKS Survey and 420 parents completed the LCAP Feedback Survey. Data Source: Locally collected LCAP Feedback Survey Data
SEL Education/Check Ins by Elementary Counselors	Data not collected until 2022-2023 school year	Data not collected until 2022-2023 school year	369 Tier I lessons, 1,230 individual student check ins. minute meetings held by elementary school counselors through January, 2023	922 Tier I lessons, 2,743 individual student check ins. minute meetings held by elementary school counselors through January, 2024	BOUSD will maintain Minute Meeting frequency consistent with 2022-2023 data.
Frequency of Risk and Threat Assessments	Data not collected until 2022-2023 school year	Data not collected until 2022-2023 school year	49 Suicide Severity screenings (26 at elementary, 23 at secondary) performed in the 2022-2023 school year.	40 Suicide Severity Screenings (Risk Assessments	BOUSD will see a 5% reduction in risk and threat assessments between the 2022-2023 and 2023-2024 school years.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Successes:

Goal 3 was executed with fidelity in many ways throughout the 2023-2024 school year. The District's analysis of the planned actions in the 2022-2023 LCAP and actual implementation done by stakeholders reveled the following successes and challenges:

* Decrease in District chronic absenteeism and Brea Olinda High School dropout rate, but the graduation rate was flat, as measured by increased engagement and monitoring the Aeries Student Information System and the use of the SI&A attendance platform (attributed to Action 3.17)
* Decrease in suspension rate and expulsions, as measured by Aeries Student Information System which we attribute to the use of restorative practices and the presence of elementary school counselors on district campuses.
* Increased community partner participation in the 2023-2024 LCAP survey through the use of our survey instruments (attributed to Action 3.6)
* Increase in social emotional and behavioral support via the implementation of elementary counselor check in program, as measured by counselor logs (attributed to Action 3.8)
* Decrease in the frequency of risk and threat assessments, as measured by site data in Aeries which is attributed to the Tier I lessons delivered by school counselors.
*A continued focus on social emotional learning needs in the post pandemic era of education is evident with the use of the Care Solace referral platform, partnerships with local agencies including the Brea Educational Foundation, Brea Police Department, and the Orange County Department of Education who all provide resources and technical assistance supporting the District's mission and vision.

Challenges:

* While all facilities were found to be in good repair per the school site SARCs and Facilities Improvement Tool (FIT), The ongoing need to maintain facilities in good repair has been an ongoing challenge given the district's staffing and budget constraints. As examples, a soundproof wall was needed at Mariposa Elementary to mitigate the distracting effects of a new piano class being offered there. Multiple incidents of pipe bursts and sewage issues presented themselves at many campuses this year.
*There was a significant increase in transportation costs requiring an emergency resolution to fund legally required transportation of students.
*Providing equitable counseling services across all elementary campus was a challenge with only four elementary school counselors. The need to add at least one, possibly two elementary counselors is a challenge district leadership continues to grapple with.

Actions Not Implemented or Implemented in a Substantially Different Manner Than Described in the LCAP:

There were no Actions that were implemented in a substantially different manner than those described in the 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.

The District will be making a variety of improvements to various services that will be evident in both the expenditure of funds and/or the delivery of services throughout the District. The use of Proposition 28 funds to expand music and fine arts programming at all schools will allow for ancillary benefits in the form of teacher preparation time and potential to address PE caseloads at the elementary level as students take music classes offered by newly hired staff. However, due to insufficient information regarding the regulations attached to Proposition 28 funds, the music and fine arts programs did not expand. Rather, some funding was utilized to purchase instruments to support the elementary band and strings programs.

MATERIAL DIFFERENCES

3.1: PBIS Training - Other expiring funds were used.

3.2: Program Interventionist - The employee departed from the district and the position was not filled.

3.3: Counselor on Special Assignment - This position was never filled.

3.11: K12 Music and Fine Arts Expansion - The absence of regulations for spending these funds, combined with budget uncertainties presented in the latter half of the 2023-2024 school year compelled the district to take a conservative approach and slow its spending on this action item.

3.13: Safety and Security Professional Development for Parents and Staff - The district realized savings through the use of Zoom and partnerships with local law enforcement that did not impact the budget.

The addition of an elementary school counselor will directly benefit the two elementary schools who have the largest concentrations of UPP students in the district. As part of the identification of Significant Disproportionality, BOUSD also added a .5 elementary counselor to support the target schools and population identified in the CESIS plan. The addition of a counselor on special assignment at the secondary level assists with particular challenges among the district's junior high and high school students in the areas of overall discipline and substance abuse. There will be a variety of qualitative enhancements to existing practices including more definition of attendance awareness practices by all staff members and the use of the SI&A Attendance Platform to assist with mitigating chronic absenteeism and truancy at all schools.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The District continued to remain focused on the holistic development and support for all students, especially in areas of social-emotional support, as the effects of the pandemic continue to be felt by many students, especially those at younger grade levels whose formal education was delayed by two years. An analysis of BOUSD's actions related to Goal 3 and its relative effectiveness reveal the following.

*Action Item 3.1 (PBIS) had all schools applying for various levels of recognition and six schools were honored for their various achievements in the 2023-2024 school year. PBIS practices regarding dress code consistency at Brea Olinda High School were developed and the staff at Olinda Elementary School embraced expanding their PBIS practices which were the result of dedicated PLC time being focused on this priority.
*Action Item 3.4 (Facilities) saw various facilities improvements leading to greater efficiencies in the delivery of instruction and the creation of a healthy and safe learning environment at all schools. Action Item 3.6 (Communication) was extremely effective in improving communication with stakeholder groups through the use of the Qualtrics survey platform. This offered the District more reliable, focused and actionable data.
*Action Item 3.15 (Elementary School Counselors) continued to provide valuable services to all elementary schools with all sites reporting that their work has helped to mitigate social, behavioral and emotional dysfunctions among compromised students. The coordination of their work under the supervision and support of the college and career counselor was also a net added benefit in the 2023-2024 school year.
* Action Item 3.8 (Attendance Clerks): Chronic Absenteeism and Attendance issues plagued the district throughout the three year cycle of its LCAP, despite a decline in the overall absentee rate between the 2022-2023 and 2023-2024 school years. This is why the district pivoted in the third year of its LCAP cycle to include the SI&A attendance platform to address this challenge.
*Action Items 3.7 (At Risk Counselor) and 3.8 (Futures Program): The district's graduation rate remained relatively steady, but the dropout rate improved substantially between the 2021-2022 and 2022-2023 school years.
*Action Item 3.1 (PBIS): The district's expulsion rate experienced an overall decline during this three-year LCAP cycle.

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

The district's commitment to these goals, metrics and desired outcomes remains fairly consistent over the 2023-2024 school year save for some action items. Action 3.2 was the Program Interventionist position that was eliminated in the 2023-2024 school year. The newly hired Director of Special Education and Student Services, along with support from an instructional coach, collaborated with sites around their PBIS and MTSS implementation. Action 3.11 reflects the anticipated expansion of music programming that will be available due to state funding established for that purpose through Proposition 28 funding. Action 3.14, the Be Well Program, struggled to attract significant numbers of participants in the 2022-2023 and 2023-2024 school years. Low turnout was evident in all the events that were scheduled to promote staff morale. The District is analyzing its advertising of these events and plans to keep this action in the upcoming academic year as it is an important priority for staff to feel supported at all times. Action 3.18 is a new goal for the district intended to provide greater efficiency and execution of state and federal programming requirements that will ultimately allow the district to meet its statutory requirements and best serve the students, families and staff throughout the district.

Based on reflections of prior practice and an analysis of the ongoing challenges and opportunities presented in the 2023-2024 school year the district will be making changes to the desired outcomes and actions related to Goal 3. The District has identified a need to improve data collection systems, including qualitative data from community partners and data entered into the Aeries Student Information System. The establishment of more formalized feedback mechanisms in the form of standing advisory committees made up of parents, students, certificated and classified employees and district personnel will provide the District necessary data to inform decisions at the District and site levels. The collection of more actionable data on the work done by elementary and secondary school counselors that will inform our effectiveness and responsiveness to dysfunctional student behaviors and to supporting their academic needs. Monitoring the work being done by elementary counselors in the area of SEL skill development will inform decisions related to the adoption of SEL curriculum for each site. By improving the monitoring systems of at risk behaviors through the tracking of risk and threat assessments at all grade levels, the District will improve mental health supports for students. Creating district wide practices on the collection of student data and the use of the district's student information system, Aeries, to collect data that is clean and easily understood is a priority to ensure the quality of the data collected. A significant commitment of professional development funds to focus on mitigating negative student behaviors and promoting restorative discipline practices.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Brea Olinda Unified School District	Brinda Leon Superintendent	bleon@bousd.us 714-990-7800

Plan Summary [2024-25]

General Information
A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Brea Olinda Unified School District (BOUSD) is an award-winning public school district located in Southern California. Brea encompasses roughly twelve square miles in the northeast corner of Orange County, and borders the Orange County/Los Angeles County line to the north, San Bernardino and Riverside Counties to the east, the City of La Habra to the west, and the City of Fullerton to the south. Founded in 1917, Brea is the home to many thriving local businesses and is a tight knit community with live-work spaces and plenty of walking areas. Brea is a community with a local historical society, robust city services and is recognized for featuring nationally known art in public places. Brea's landscape is comprised of many parks and greenbelts with various types of housing options located throughout the city. Many of these homes house multi-generational families and families who originated in Brea.

Brea's community population is comprised of approximately 47,000 residents. Brea households earn more than the national average, with a median yearly income of $120,226 as of July, 2021. The Median income for individuals is approximately $50,899. According to the US Census Bureau, 38.58% of Breans are white, 27.41% are Hispanic/Latino, 27.97% are Asian, and 1.8% are African American. 13.9% of residents identify themselves as two or more races. Over 48% of residents hold a Bachelor's degree or higher, and over 95% of residents have health care coverage.

According to Dataquest., our district demographic reflects a student body that is 39.2% Hispanic/Latino, 23.1% white/non-Hispanic, 25.7% Asian, 4.4% Two or More Races, 1.4% African American, and .3% Pacific Islander. Approximately 23.8% of our student population is socioeconomically disadvantaged, 10.1% are English Learners, 1.6% of our students are Unhoused, 14.4% of our students have disabilities, and .2% identify as Foster Youth.

Schools have played a significant role in the city's history for over a century, as two BOUSD schools have celebrated their centennials. BOUSD, as it currently exists, was formed in 1976, when three smaller districts merged to serve the city as a whole. With six elementary schools, one online academy, one junior high, one comprehensive high school and one continuation high school, BOUSD currently serves approximately 5,800 students. Six of our schools have been identified as California Distinguished Schools, with three schools earning that distinction in the 2022-2023 school year. Five schools have been named California Gold Ribbon Schools, four schools have significant

populations to qualify them for Title I targeted resources, two have been named Blue Ribbon Schools and our continuation high school has been named a Model Continuation High School for the past two years.

BOUSD students have been recognized for their talents in county, state, and national competitions, including past season honors from the California Interscholastic Federation, state and national Career Technical Education robotics tournaments, the Southern California School Bands Association, and the Orange County Mock Trial program. Graduates from Brea Olinda High School's robust AVID program garnered over $2,200,00.000 in scholarships and grants at the end of the 2023-2024 school year. Additionally, the vast majority of BOHS seniors are college bound and continue moving forward in their higher education journeys in both 2-year and 4-year colleges. Members of our BOUSD teaching staff have also been recognized at the county level for innovation and excellence. Companies like Southern California Edison have awarded tens of thousands of dollars in scholarships to students.

BOUSD continues to partner with city leadership, community members, students and staff in order to develop high-impact learning experiences that are equitable and inclusive, and clear the path for all students in their educational journeys toward success. This includes partnerships with the Brea Historical Museum, the Brea Chamber of Commerce and the Brea Education Foundation. The District has developed strong relationships with local service organizations such as Brea Rotary Club and Brea Kiwanis, both of whom have donated time and resources to BOUSD programs and activities. Additionally, strong relationships have been formed between the district and Brea City Council, the Brea Police Department as well as the Brea Fire Department. Regularly scheduled meetings have occurred between the leaders of these agencies and the District.

Reflections: Annual Performance

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

BOUSD remains committed to expanding, supporting and implementing actions, programs and systems that are research-based and can contribute to measurable, sustainable growth.

During the 2023-2024 school year the BOUSD demonstrated a recommitment to the strong collaboration between site staff, district leadership, and students and families to make assessment and accountability a top priority. As a result, all schools fell into a standard set of operations for all statewide assessments, meeting all requirements and participation rates. At a time when students were experiencing the second full year of 'normal' instruction and significant number of students returned to school with learning gaps due to the COVID-19 Pandemic, testing data suggests that while academic performance continues to lag when compared to pre-pandemic scores, the district outperformed the state in both ELA and Math across all grade levels for the second year in a row.

Overall CAASPP Performance:

2022-2023 CASSPP districtwide performance for students in grades 3-8 and grade 11 show that the Brea Olinda Unified School District far outpaced the performance of students across the State of California:

- ELA - 62.96% of BOUSD students met or exceeded standards (State of California: 46.66% met or exceeded standards)
- Math - 58.03% of BOUSD students met or exceeded standards (State of California: 34.62% met or exceeded standards).

When deconstructed by grade level, student performance on the CAASPP also shows strong performances when compared to the State of California:

Grade 3 CAASPP Performance:
- ELA - 59.97% of BOUSD students met or exceeded standards (State of California: 42.96% met or exceeded standards)
- Math - 72.02% of BOUSD students met or exceeded standards (State of California: 45.11% met or exceeded standards)

Grade 4 CAASPP Performance:
- ELA - 60.05% of BOUSD students met or exceeded standards (State of California: 43.74% met or exceeded standards)
- Math - 66.29% of BOUSD students met or exceeded standards (State of California: 40.80% met or exceeded standards)

Grade 5 CAASPP Performance:
- ELA -68.18% of BOUSD students met or exceeded standards (State of California: 46.68% met or exceeded standards)
- Math - 55.15% of BOUSD students met or exceeded standards (State of California: 33.38% met or exceeded standards)

Grade 6 CAASPP Performance:
- ELA - 66.35% of BOUSD students met or exceeded standards (State of California: 44.17% met or exceeded standards)
- Math - 58.55% of BOUSD students met or exceeded standards (State of California: 33.19% met or exceeded standards)

Grade 7 CAASPP Performance:
- ELA - 66.00% of BOUSD students met or exceeded standards (State of California: 47.44% met or exceeded standards)
- Math - 62.22% of BOUSD students met or exceeded standards (State of California: 33.17% met or exceeded standards)

Grade 8 CAASPP Performance:
- ELA - 57.82% of BOUSD students met or exceeded standards (State of California: 45.66% met or exceeded standards)
- Math - 49.52% of BOUSD students met or exceeded standards (State of California: 29.94% met or exceeded standards)

Grade 11 CAASPP Performance:
- ELA - 62.45% of BOUSD students met or exceeded standards (State of California: 55.41% met or exceeded standards)
- Math - 40.84% of BOUSD students met or exceeded standards (State of California: 27.35% met or exceeded standards)

Further analysis of CAASPP Performance by significant subgroups district wide presents the following data for reflection:
ELA Performance (Met or Exceeded Standards) by Students with Disabilities was 22.14%, in Mathematics 19.76%

ELA Performance (Met or Exceeded Standards) by Economically Disadvantaged students was 43.83%, in Mathematics 36.17%
ELA Performance (Met or Exceeded Standards) by English Learners was 67.17%, in Mathematics 60.95%
ELA Performance (Met or Exceeded Standards) by Homeless Students was 20.00%, in Mathematics 28.57%

The California Dashboard was deconstructed by site and district leadership and presented to the Board of Education in January of 2024. The Dashboard uses a likert-scale structure for performance not unlike a "pie chart" with different colors representing performance levels:

Blue - Highest Performance
Green
Yellow
Orange
Red - Lowest Performance

It was reported that the district met all of its local indicators and most of the overall dashboard indicators show strong performance:

ELA Dashboard Indicator: Green
Mathematics. Dashboard Indicator: Green
English Learner Progress Indicator: Green
Graduation Rate Indicator: Green

The overall Suspension Rate Indicator increased over the 2022-2023 school year indicating the District was in the Yellow category.

California School Dashboard Notable Indicators at the District Level for student groups within the Brea Olinda Unified School District:

- The District was placed into Differentiated Assistance, Year 1
- English Learners, Homeless, Students with Disabilities, and Socio Economically Disadvantaged students showed red indicators for Chronic Absenteeism;
- Foster and Homeless students showed red indicators for Suspension Rate

California School Dashboard where all students are identified in the red indicator at the specific school sites:

- Arovista Elementary (Chronic Absenteeism)
- Brea Canyon High School (College/Career Indicator)
- Country Hills Elementary (Chronic Absenteeism)
- Laurel Elementary School (Chronic Absenteeism)

California School Dashboard specific student groups identified in the red indicator at the specific school sites:

- Arovista Elementary School: English Learners (Chronic Absenteeism), Socio Economically Disadvantaged and Hispanic students (Chronic Absenteeism).,

- Brea Canyon High School: Socio Economically Disadvantaged and Hispanic students (College/Career Indicator)
- Country Hills Elementary: Socio Economically Disadvantaged Students, Students with Disabilities, and Hispanic students (Chronic Absenteeism), substandard performance for Students with Disabilities in English Language Arts.
- Brea Junior High School: English Learners (Chronic Absenteeism and Suspension Rate), Students with Disabilities (Suspension Rate), substandard performance for Students with Disabilities in English Language Arts and Mathematics.
- Brea Olinda High School: Substandard performance for Students with Disabilities in English Language Arts and Mathematics.
- Falcon Academy: Socio Economically Disadvantaged Students (Chronic Absenteeism)
- Laurel Elementary: Students with Disabilities (Chronic Absenteeism), substandard performance for Students with Disabilities in English Language Arts and Mathematics.
- Mariposa Elementary: Students with Disabilities (Chronic Absenteeism)
- Olinda Elementary: Hispanic students (Chronic Absenteeism)

Brea Junior High School was placed into Additional Targeted Support and Improvement.

Further analysis of dashboard data also shows that BOUSD continued to outperform the state in all areas as it relates to English Learner Progress:

- 58.6% of students have made progress toward English Language Proficiency (compared to 48.7% making progress across the state).

- The district's reclassification rate is up nearly 1.5% in 2023-2024 (16.5%) compared to the Reclassification Rate in the 2022-202 school year (14.92%). EL Reclassification Progress has increased for three straight years.

Chronic Absenteeism Rate:
- BOUSD - 14.4%
- County - 21%
- State - 32%

Further analysis of chronic absenteeism shows that Chronic absenteeism is "very high" for homeless, socioeconomically disadvantaged and students with disabilities. Chronic absenteeism is "high" for students who identify as African American, English Learners, foster youth, Hispanic, two or more races and white. 27.8% of homeless students, 24.2% of socioeconomically disadvantaged students, and 24.2% of students with disabilities in the district were chronically absent in the 2022-2023 school year.

Suspension Rate:
- BOUSD - 2.1%
- County - 3.5%
- State - 5.9%

Further analysis of the district's suspension rate shows that the suspension rates of foster youth and homeless students are in the "red" or lowest performance band with suspension rates of 16% and 18.2%m respectively. English Learners, Hispanic, Socioeconomically

disadvantaged and special needs students are in the second lowest performing band as calculated in the 2022-2023 California Dashboard.

Expulsion Rate:
- BOUSD - 0%
- County - 0%
- State - .1%

The data shows that Brea Olinda Unified School District has a low expulsion rate across all student groups, which can be attributed to the district's commitment to embedding restorative practices, progressive discipline and a commitment to other means of correction as interventions prior to the consideration and implementation of expulsion.

Four Year Adjusted Cohort Graduation Rate:
- BOUSD - 93.1%
- County - 91.9%
- State - 89.1%

Further analysis of the district's graduation rate show that while the graduation rate for white students is "high," the graduation rate for English Learners, Hispanic, Homeless and socioeconomically disadvantaged students is "medium" as indicated on the 2022-2023 California Dashboard.

Some notable achievements at both the elementary and secondary levels:

- All Elementary Schools are using the iReady Diagnostic platform with fidelity and the platform has become an indicator for programming like junior high math placement and GATE identification.
- The Laurel Elementary Magnet School continues to be recognized nationally for its signature programming in career exploration.
- The district's elementary counselors have embedded Multi-Tiered Systems of Support focusing on social emotional learning skills through "minute meetings" with all students at the elementary level.
- Over 97% of the students in grades 10-12 are on track to graduate (deficient 10 credits or less).
- BOHS A-G Completion Rate for 12th graders in the 2022-2023 school year was 63% and projections indicate that approximately 76% of 12th graders will be A-G compliant in the 2023-2024 school year.
- The district has partnered with OCDE to expand MTSS programming at both the elementary and secondary levels with grants awarded to four schools and the district office.
- The district is sending approximately 20 teachers across its K-12 ranks to the AVID Summer Institute in 2024, similar to numbers sent to this important conference last year. Dedicated professional development time has been set aside to train teachers internally on AVID best practices.

The District's Career Technical Education Programs and related co-curricular activities continue to grow and experience successes:

- Every elementary school has now identified at least one teacher who will be leading the after school robotics program at their school. Teachers will be provided one day of professional development with our BOUSD Robotics team and the Orange County Department of Education to learn how to lead the robotics program.

- On April 27, 2024 BOUSD hosted a REC foundation recognized VEX IQ tournament. Students from across Orange County came together to collaboratively complete challenges and skills using the robots they designed and created

- The Brea Junior High Botcats robotics team continues to compete at the local and state level, qualifying a team for the 2023-2024 state level competition. The Brea Olinda High School robotics class continues to grow as students use the design thinking process to create "clawbots" using VEX IQ and coding software.
- The BOHS FRC robotics team, MuBotics, continues to be strong competitors at the local and state level. During the 2024 competition season the team represented BOUSD at National level competitions. Both the BJHS and BOHS groups are working closely with our partner M.R. Mold to integrate industry practice and problems into their curriculum.

Further Reflections:

BOUSD's CAASPP performance and dashboard indicators show that students outperformed both county and state proficiency levels. Additionally, BOUSD's local indicators demonstrated that the district continues to perform highly in the areas of implementation of academic standards, parent and family engagement, access to a broad course of study, and providing high quality teachers, materials and facilities. Chronic Absenteeism and Suspension rates were again below state data. As in year's past, BOUSD's graduation rate exceeded both county and state performance.

This data comes at a time when the district returned from the pandemic, after the previous two years, where shifts in instruction varied from remote to hybrid to mixed learning environments. The educational partners of the BOUSD are extremely proud of the collective efforts of our educational partners. The unwavering commitment of parents, teachers, administrators and district leaders played a major role in ensuring that BOUSD students experience the most robust, well-rounded learning experience possible.

Collectively, BOUSD plans to continue to develop, refine and adjust existing systems in order to both maintain and build upon the success experienced during the 2023-2024 school year. Through a normalization of using data to drive discussions with site leaders and teachers, a refined focus on clearly understood and attainable goals, and empowering our educational partners with the tools and resources to create actionable change, BOUSD is poised to continue forward in a manner that is responsive, dynamic, and outcome-oriented in order to provide the best outcomes possible for all students.

Reflections: Technical Assistance

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

In the 2022-2023 school year the Brea Olinda Unified School District (BOUSD) was given notice that it was significantly disproportionate in a number of areas according to the State's annual notification of its annual determination of disproportionality (Pursuant to the Individuals with

Disabilities Education Act). Additionally, two schools were identified for Additional Targeted Support and Improvement (ATSI) in the same school year, those being Arovista Elementary School and Brea Junior High School. In December of 2023 the District formed a team to partner with the Orange County Department of Education (OCDE) to enhance the District's capacity to identify underlying causes of performance gaps, possible solutions, and resources, and to develop and implement actions and services responsive to student and community needs. Members of the District's team were the following individuals:

- Superintendent
- Assistance Superintendent, Educational Services
- Director of Educational Services
- Director of Student Services and Special Education
- Counselor of Brea Canyon Continuation High School
- Principal of Brea Canyon Continuation High School

The team took advantage of Differentiated Assistance and supports by participating in the following workshops:

- Chronic Absenteeism
- Academic Performance
- Inclusion and Supports for Students with Disabilities
- School Climate and Discipline

The work done by the district and its team this year, with the support from the OCDE has involved the following key components:

- Assessment and Identification of Needs: OCDE partners collaborated with the district to assess the its strengths and weaknesses. This process involved analyzing various data points such as academic performance, student demographics, and resource allocation.

- Goal Setting and Action Planning: Based on the Assessment and Identification of Needs, goals were identified to improve student outcomes and overall district performance. Plans were then developed to outline the steps necessary to achieve these goals. These plans often encompassed strategies for curriculum development, instructional practices, professional development, and resource allocation.

- Capacity Building: The team worked with OCDE to also discuss ways to build the capacity of district leadership, administrators, teachers, and support staff. The team has identified ways to providing training, coaching, and resources to enhance instructional practices, strengthen data analysis skills, and foster a culture of continuous improvement. This work is multifaceted and ongoing.

- Monitoring and Evaluation: Progress towards the established goals has been monitored to determine if the implemented strategies are effective. Adjustments have been made to planning based on ongoing feedback and analysis of student outcomes and other relevant metrics.

- Resource Allocation and Support: The District has sequestered resources and support to address specific needs identified during this process. The district has also sought technical assistance from OCDOE experts

Overall the District has elevated its aims to empower its educational partners to identify and address its unique challenges, with the ultimate goal of improving educational outcomes for all students.

Comprehensive Support and Improvement

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

Schools Identified

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

Brea Canyon High School was identified for Comprehensive Support and Improvement in the 2022-2023 school year but was removed from that list in the 2023-2024 school year.

Support for Identified Schools

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

Since its identification as a school in need of Comprehensive Support and Improvement (CSI), both Brea Canyon High School and the District have taken a proactive approach to addressing the unique challenges faced by students with initiatives initiated in the 2023-2024 school year. Over the past two years, the district has demonstrated unwavering support for BCHS students by implementing targeted interventions. The provision of an intervention teacher, along with additional support from Marriage & Family Therapists (MFTs) and Behavior Specialists, has bolstered social-emotional and behavioral support, fostering a conducive learning environment on the school campus. Upon BCHS's placement into CSI status, district leaders swiftly mobilized to analyze data and identify root causes contributing to low graduation rates. This collaborative effort revealed the multifaceted impact of factors such as achievement motivation, social-emotional issues, and socioeconomic status on academic outcomes. In response, the district took action to address resource inequities and support BCHS through the allocation of a CSI Grant totaling approximately $165,000. This funding facilitated the implementation of a comprehensive support plan, including before and after-school tutoring and an academic intervention teacher. Moreover, the district remained committed to ongoing professional development for teachers, focusing on differentiation, Universal Design for Learning, and fostering growth mindsets. This investment ensured that educators are equipped with the necessary tools and strategies to meet the diverse needs of BCHS students effectively. Furthermore, the district's continued support extended beyond financial assistance, with ongoing monitoring of academic programming and interventions. This comprehensive approach, facilitated by dedicated specialists and support personnel, underscored the district's commitment to improving graduation rates and addressing resource inequities at BCHS. Overall, the district's proactive measures and targeted interventions exemplified a focused and determined effort to enhance academic, social, and behavioral outcomes for students at Brea Canyon High School. Through collaboration, innovation, and a steadfast commitment to student success, the district continues to drive meaningful change and empowering BCHS students to thrive academically while at school and beyond their anticipated graduate dates.

Monitoring and Evaluating Effectiveness

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

During the 2023-2024 school year the District monitored and evaluated the plan to support student and school improvement in the following ways:

- Referral and participation rates for students to before and after school tutoring by site administrators.
- Regular reviews of student academic performance including grades, progress reports and credit completion by teachers, site and district administrators.
- Participation rates for students in academic intervention groups led by the academic intervention teacher.
- Participation rates by teachers in professional development trainings.
- The use of instructional rounds to ensure school wide commitments to differentiation, Universal Design for Learning, and Growth and Belonging Mindsets are being practiced in all classrooms.

These strategies will be continued in the 2024-2025 school year.

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	- Throughout the 2023-2024 School Year: Shared individual feedback with Site Principals and District Personnel, Email, Phone calls, regularly scheduled "Coffee with the Superintendent" meetings - January 28, 2024, District Wide Professional Development Day with specific feedback garnered on current and possible LCAP goals. - November 2023 through March 2024: Qualtrics LCAP Survey - March-April, 2024: CHKS Survey
Site Administrators (principals and assistant principals)	- Throughout 2023-2024 School Year: Leadership Meetings, Administrative Council Meetings, Elementary and Secondary Principals Meetings, Site administrator PLC Meetings - November, 2023 through March, 2024: Qualtrics LCAP Survey - March-April, 2024: CHKS Survey - January and March, 2024: Brea Olinda Management Association LCAP Feedback Exercise.
Classified School Personnel	Throughout the 2023-2024 School Year: Classified personnel team meetings, District wide office manager and office assistant meetings where the LCAP was on the agenda.

Educational Partner(s)	Process for Engagement
	- January 28, 2024 District Wide Professional Development Day with specific feedback garnered on current and possible LCAP goals. - November, 2023 through March, 2024: Qualtrics LCAP Survey - March-April, 2024: CHKS Survey
Parent Teacher Organizations (Parents) and Parent Advisory Committee	Throughout the 2023-2024 School Year: LCAP Team met with all PTO's in the District between November 2023 and April 2024 at regularly scheduled meetings to discuss LCAP Goals and content for the purpose of gathering feedback. Meetings also held with the Parent Advisory Committee; a standing group of parents invited from all schools in the district. - November 2023 through March 2024: Qualtrics LCAP Survey - March-April, 2024: CHKS Survey
Students	- Throughout the 2023-2024 School Year: LCAP Team Members visited Focus Groups made up of students at all six elementary schools, Brea Junior High School and Brea Olinda High School to specifically discuss LCAP Goals and content for the purpose of gathering feedback. - March-April, 2024: CHKS Survey
District Administrators	- Throughout the 2023-2024 School Year: Regularly scheduled Administrative Council meetings where LCAP was placed on the agenda. - November, 2023 through March, 2024: Qualtrics LCAP Survey
SELPA	Regularly scheduled meetings in the Fall and Spring of the 2023-2024 school year involving the Superintendent, Director of Special Education, and Coordinator of Special Education Services.
Parents of Students Special Needs	

Educational Partner(s)	Process for Engagement
	- Throughout the 2023-2024 school year: Shared individual feedback with Site Principals and District Special Education Department, Parent meetings, Email, Phone calls, regularly scheduled meetings between the Director of Student Services and SELPA leadership, Superintendent meetings held among SELPA districts, Special Education Subcommittee meetings - October 2023 through May 2024, Community Advisory Committee (CAC) meetings (advisory body to the SELPA and mandated by CA Ed. Code [EC 56190-56194]) - November 2023 through March 2024: Qualtrics LCAP Survey (special questions in the survey for parents who have students with special needs
Parents of Students with English Learners	- Throughout the year: Site ELAC Meetings, District DELAC Meeting, Individual meetings/phone calls/feedback to English Learner Programs Coordinator, DELAC (February, 2024) - November, 2023 through March, 2024: Qualtrics LCAP Survey - March-April, 2024: CHKS Survey
CSEA and BOTA Leadership (Collective Bargaining Units)	Superintendent and Executive Cabinet met with CSEA and BOTA Leadership throughout the 2023-2024 school year to discuss pertinent district issues including those related to the 2023-2024 and 2024-2025 LCAPs.

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

Through its educational partner engagement process the district received thousands of statements and sentiments on the current state of its operations and resource allocation determinations. This input, across hundreds of people that were engaged in this process, required organization, clarity and focus. As a result, the district used the artificial intelligence platform ChatGPT to organize all educational partner feedback into themes that would then inform the goals and actions of the 2024-2025 LCAP, as well as its resource allocation priorities. As a result, the district's LCAP was influenced by the following issues and themes:

Academics: Educational Partners appreciate the diverse avenues for learning provided by enrichment camps, extracurricular activities, and programs like National History Day and Science Olympiad. Tailored learning experiences and the integration of technology tools such as AR, iReady, and coding software enrich education and prepare students for future academic endeavors. However, concerns about workload

management, outdated equipment and facilities, and the need for a more engaging and relevant curriculum highlight areas for improvement. The district has used this feedback to develop a goal around academic achievement, with particular attention to supporting at-promise students.

Safety: Existing safety measures like fencing and safety drills are recognized for their effectiveness, yet educational partners called for enhancements in infrastructure and emergency preparedness. Concerns exist about safety protocols during drills and external threats underline the importance of constant vigilance and improvement in ensuring the safety of students and staff. This has compelled the district to create an LCAP goal that addresses safety enhancements through physical infrastructure improvements and well as through improved policies and practices that promote safety of everyone in the district.

Mental Health and Wellness: The presence of supportive staff and accessible support systems like counselors and wellness centers are appreciated across all educational partners. However, there's a need for enhanced health services, improved quality of counseling, better behavioral support, and upgrades to infrastructure and facilities to address students' mental health and wellness effectively. The district has created a specific goal in its 2024-2025 LCAP to meet these demands and support ongoing improvements in mental health and wellness.

Technology: Educational Partners express overall positive feedback on digital tools and resources, finding platforms like Google Classroom, iReady, and Kahoot enjoyable and convenient for learning. However, connectivity issues, the need for updated technology, concerns about certain educational programs' effectiveness, and desires for more engaging activities underscore areas for improvement in technology integration were evident in the responses of all educational partner groups. The district recognizes these issues and is responsive to them through a specific goal in the 2024-2025 LCAP and encompasses 21st Century Learning and the assignment of appropriate technologies to meet that goal.

Professional Development and Resource Allocation: Educational partners emphasized the importance of professional development, particularly in STEM/STEAM programs, and expressed concerns about resource allocation and utilization. Clearer job descriptions for paraprofessionals, prioritizing iReady training for teachers, and ensuring English Language Development (ELD) is implemented effectively are highlighted through the educational partner feedback information as areas needing attention.

In summary, while educational partners were complimentary of notable successes in academics, technology integration, safety measures, and support systems, there are also significant areas for improvement. Addressing these concerns requires an LCAP that will engage and energize efforts from all educational partners to create a more inclusive, effective, and aspirational educational experience for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will implement rigorous and relevant educational experiences that develop students' abilities in collaboration, creativity, communication, and critical thinking, ensuring proficiency in essential areas of skill and knowledge for college and career readiness. This effort will prioritize closing achievement gaps among diverse learners and historically underserved student populations such as English learners, Homeless/Foster Youth, Socio-Economically Disadvantaged, and Special Education students through data-driven instructional strategies, a culture of inclusivity, and intentional use of access to high-quality resources and support services.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Merging educational partner feedback with state and local assessment data has helped BOUSD developed this goal to ensure that BOUSD provides students with the most robust, responsive, comprehensive academic experience possible in order to best prepare them for a competitive global community and achieve proficiency on state and local assessments. The actions outlined in this goal demonstrate BOUSD's systemic approach towards empowering our students with the foundational skills that are critical to academic success. The district continues to develop and support a wide variety of experiences that prepare students for college and career readiness, but there are gaps that continue to exist, especially among significant subgroups. Analysis of current student performance on local measures (iReady diagnostics, CAASPP results from the 2022-2023 school year, surveys and other feedback loops) indicate that significant numbers of students struggle academically. Unduplicated pupils met standard at a significantly lower percentage, indicating a need for continued targeted support and intervention via embedded instructional support, extended day opportunities, summer school, and other supplemental instruction-based actions that directly address closing the achievement gap for our student groups. College and career indicators reveal that while the district is moving in a positive direction with respect to college and career readiness, there are areas that continue to need attention. For example, only 49% of students met or exceeded the standard on the California Science test in the 2022-2023 school year. On the other hand, over 97% of students have met or are on track to meet all graduation requirements at the district's comprehensive high school, but Brea Canyon High School continues to emerge from Continuous School Improvement (CSI) Support while Brea Junior High School and

Arovista Elementary School address issues that have been identified through the Additional Targeted Support and Assistance (ATSI) process.

The district continues to maintain a variety of Career Technical Education Classes and has expanded programming vertically through the support of the district's career exploration and innovation elementary magnet school. CTE programming is embedded as well with work done by the elementary counselors. 79% of students are on track to meet A-G requirements in the 2023-2024 school year, with 63% currently meeting that requirement in the 2022-2023 school year. BOUSD has improved its English Learner Reclassification rate over the previous year and seen an increase overall across two years, but more work needs to be done. BOUSD continues to triangulate data sources and leverage a well-rounded approach in making adjustments to the instructional program that reflects the needs of our students, in order to provide new learning opportunities for students through college and career readiness initiatives. Work in the area of Career and Technical Education (CTE) continues to grow and has transitioned into career awareness at the elementary level with increased vertical articulation from across the K-12 continuum.

Data continues to indicate a need for academic interventions and supports to help students access grade level content. English Learners, socio-economically disadvantaged and students with unique needs continue to demonstrate a need for individualized instruction and more robust tiered systems of support. This will be measured by analyzing and evaluating iReady diagnostic data in real time through systemic and embedded practices across the K-8 grade levels. The high school has continues to rely on embedded systems for analyzing D and F data in the 2023-2024 school year, and initial indicators suggest that what gets monitored gets attention, resulting in declines in overall D and F rates across core departments, and this work will continue into the 2024-2025 school year. The district will also focus on college and career data such as A-G completion rates at the high school and the continuation school, course enrollment at the secondary level and participation rates in elementary STEAM and innovation-based activities. Additionally, credit recovery data, continuation high school enrollment data and dual enrollment data will be analyzed regularly. Performance data gathered throughout the year will be leveraged to monitor efficacy and guide any shifts that may need to occur in order to better support students. BOUSD has determined that the actions developed under Goal 1 address closing the achievement gap with urgency and with a targeted, data-driven approach.

BOUSD also recognizes the importance of parental engagement and involvement with student learning and has found value and success in creating family-based STEAM nights and showcase presentations at its elementary schools, along with various parent education webinars. We look to expand our parent participation in program-specific areas by increasing Parent Information offerings, newsletters, forward-facing district documents that address parent-specific needs, and actively recruiting parents to join the District's Parent Advisory Council in the 2024-2025 school year

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher participation in Professional Development	In 2023-2024, an average of 90% of teachers and classified			In 2026-2027, an average of 95% of teachers and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities focused on the implementation of academic and content performance standards, culturally relevant practices, supporting diverse learners and historically underserved student populations, and data-driven processes (Professional Learning Communities, Student Study Teams, etc).	staff participated in the August, 2023 and January 2024 professional development days. Data Source: Local Data Related to PD			classified staff will participate in district provided professional development.	
1.2	Percentage of students at or above grade level (Grades K-8) as measured by iReady Reading and Math diagnostics and/or meeting or exceeding the standard (Grades 3-12) as measured by CAASPP ELA and Math.	In 2023-2024, 68% of K-8 students were at grade level in Reading in iReady Diagnostic #3. In Math, 62% of K-8 students were at grade level iReady Diagnostic #3. 2022-2023 CAASPP ELA Data(Meet/Exceed Standard): BOUSD: All Grades- 62.96% Country Hills Elementary (Meet/Exceed Standard): SWD- 22.22% Laurel Elementary Magnet School of Innovation and Career			In 2026-2027, 75% of K-8 students will be at grade level in Reading in iReady Diagnostic #3. In Math, 65% of K-8 students will be at grade level in iReady Diagnostic #3. In 2026-2027, the 2025-2026 CAASPP will demonstrate an increase of 5% in students Meeting/Exceeding the Standard for both ELA and Math, and across all significant subgroups across all grade levels	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Exploration (Meet/Exceed Standard): SWD- 11.37% Brea Junior High School (Meet/Exceed Standard): SWD- 16.13% Brea Olinda High School (Meet/Exceed Standard): SWD- 6.66% 2022-2023 CAASPP Math Data(Meet/Exceed Standard): BOUSD- 58.03% Laurel Elementary Magnet School of Innovation and Career Exploration (Meet/Exceed Standard): SWD 13.63% Brea Junior High School (Meet/Exceed Standard): SWD 13.98% Brea Olinda High School (Meet/Exceed Standard):			taking the CAASPP ELA and Math Examinations.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 6.66% Data Source: iReady CAASPP				
1.3	Percentage of English learners demonstrating growth in English proficiency as measured by the California Dashboard and reclassification rates.	The California Dashboard for 2023 indicated that BOUSD had 58.6% of English learners making progress towards English language proficiency. In 2023-2024, 16.92% of English learners met the criteria for reclassification. Data Source: CA Dashboard 2023 Local Data Related to Reclassification			In 2026-2027, the California Dashboard for 2026 will indicate that BOUSD has 75% of English learners making progress towards English language proficiency. In 2026-2027, 20% of English learners will meet the criteria for reclassification.	
1.4	Percentage of elementary students (Grades 4-6) participating in the GATE and enrichment program.	In the 2023-2024 school year 221 students (16%) in grades 4-6 were identified as GATE. In the 2023-2024 school year 9 K-8 teachers participated in GATE certification through OCDE.			In 2026-2027, 20% of student in grades 4-6 will be identified as GATE. In 2026-2027, all staff teaching in grades 4-6 will be GATE certified.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In 2022-2023, 99.3% of GATE students participated in the extended learning opportunities. Data Source: Local Data Related to GATE Qualification and Program			In 206-2027, 100% of students will participate in a minimum of one extended learning opportunity.	
1.5	A-G Completion Rate	The 2023-24 A-G Completion Rate in 2023-2024 was 66%. Data Source: Local data related to A-G Completion			In the 2026-2027 school year the A-G completion rate for the district will be 75%.	
1.6	Percentage of BOUSD College-Going Students	In 2022-2023 94% of students went to a two year college, four year college, or university. The California Dashboard for 2023 indicated that 51.3% of BOUSD students were identified as "Prepared" in the College/Career Indicator, providing an overall performance level of "Medium". Additionally, 31.6% were identified as "Not Prepared" and 17.1%			In 2026-2027 95% of students will be attending a two year or four year College/University. In 2026-2027, the California Dashboard for 2026 will indicate that 60% of BOUSD students were identified as "Prepared" in the College/Career	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		were identified as "Approaching Prepared". Hispanic, socioeconomically disadvantaged, and students with disabilities were in the "Low" Performance Level, white students were in the "Medium" Performance Level, and Asian students were in the "Very High" Performance Level. Data Source: CA Dashboard 2023			Indicator. Additionally, all subgroups (Hispanic, socioeconomically disadvantaged, students, and Asian students) will be in the "Medium" , "High" or "Very High" Performance Level.	
1.7	Career Technical Education/Regional Occupation Program Opportunities	In 2023-2024 there were 1546 CTE course enrollments. Data Source: Local Data Related to CTE enrollments			In the 2026-2027 school year there will be at least 1750 CTE course enrollments.	
1.8	Participation and Percentage of AP students who have passed with a score of "3" or higher	At Brea Olinda High School 1,704 students enrolled in AP courses in the 2023-2024 school year. Across the last two years, an average of 75% of AP exams were passed with a score of "3" or higher.			At Brea Olinda High School 1,800 students enrolled in AP courses in the 2026-2027school year. The school wide AP pass rate at BOHS will increase by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Aeries			over the year 2 and year 3 combined average pass rate.	
1.9	Provide opportunities for family engagement or parent/guardian training regarding academic programs, supporting their students at home, and articulation K-12.	In 2023-2024 there was one GATE parent information meeting providing information outlining the BOUSD GATE program and how to support GATE students at home.

In 2023-2024 there were four DELAC meetings where parents/guardians were provided information regarding reclassification, our EL support, and data review as part of the annual needs assessment.

Data Source: Local Data Regarding Parent/Family Engagement and Training | | | The district will have no less than two GATE Parent information meetings and and End of Year Culminating Project

The District will maintain four DELAC meetings in the 2026-2027 school year. | |

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fully Credentialed Teaching Staff	Ensures Unduplicated Pupils access to core curriculum via instructional delivery by Highly Qualified Teachers, and implementation of academic content and performance standards adopted by the State Board; efficacy determined by increased student performance on local and state assessments, reclassification rates, College-Going rates, A-G rates, chronic absenteeism and suspension data and classroom performance data.	$28,336,835.00	No
1.2	Six Elementary Reading Specialists	Provides additional supplemental, highly specialized support for Unduplicated Pupils who demonstrate a need for increased development in reading fluency and comprehension. Student growth is monitored via district diagnostics. After an analysis of our Unduplicated Pupil data, there is a need to increase supplemental learning that specifically addresses learning gaps in reading with highly trained Reading Specialists. This	$939,002.00	Yes

Action #	Title	Description	Total Funds	Contributing
		service should result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance data. Additionally, there will be an improvement in proficiency in ELA and reading for grades K-6.		
1.3	College Career Guidance NOCROP Counselor Support	Staff that directly supports and increases A-G readiness and College/Career success for Unduplicated Pupils with direct monitoring and incremental goals. Staff member will provide regular and ongoing check-ins with a focus on Unduplicated Pupils. After an analysis of our Unduplicated Pupil data, there is a need to increase College/Career readiness support for at-promise learners. This service should result in increased A-G eligibility rates and increase College/Career readiness rates.	$150,873.00	Yes
1.4	Special Education Program Specialist	This program specialist will be dedicated to support the needs of students with special needs through support for purposeful instructional design, pedagogy development and IEP development. After an analysis of our Special Education data, there is a need to support the ongoing requirements associated with Special Education in order to increase efficacy and programmatic essentials. This service should result in increase Special Education student performance on state and local assessments, increased reclassification rates and improve student marks and classroom performance data.	$153,103.00	No
1.5	Three Full Time Instructional Coaches	These are embedded, specialized Staff support with particular focus on coaching and developing forward-leaning teaching strategies that engage and reach the specific learning needs of Unduplicated Pupils. After an analysis of our Unduplicated Pupil data, there is a need to increase instructional development and support that directly support the specific learning needs for at-promise students. This services should result in increased student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance data. Additionally, this will result in increased teacher performance.	$621,691.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Instructional Coach-Falcon Academy of Science and Technology	This instructional coach will focus on coaching and developing forward-leaning teaching strategies that engage and reach the specific learning needs of Unduplicated Pupils in the Next Generation Science Standards (NGSS), college and career readiness skills, and an emphasis on Technology. After an analysis of our Unduplicated Pupil data, there is a need to increase instructional development and support that directly support the specific learning needs for at-promise students within NGSS instruction and the use of Technology in the classroom by staff and students to enhance and demonstrate learning. This services should result in increased student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance data. Additionally, this will result in increased teacher performance.	$130,685.00	No
1.7	Instructional Coach-Laurel Elementary Magnet School of Innovation and Career Exploration	This instructional coach will focus on coaching and developing forward-leaning teaching strategies that engage and reach the specific learning needs of Unduplicated Pupils through innovative learning experiences that blend core subject areas with college and career exploration. After an analysis of our Unduplicated Pupil data, there is a need to increase instructional development and support rooted in creativity, collaboration, communication, and critical thinking that directly support the specific learning needs for at-promise students. This services should result in increased student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance data. Additionally, this will result in increased teacher performance.	$130,685.00	No
1.8	Early Childhood Education Coordinator/Specialist	This staff member will support the school readiness program supporting children aged 0-5. This includes the Learning Link program , fee-based and state preschool programs, and transitional kindergarten programs. Through coaching, training, and data analysis this position supports Unduplicated Pupils with the development of skills necessary for academic, social emotional and behavioral success in school.	$155,274.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Certificated PE Staff Salary and Benefits	This position provides opportunities for increased access to PE instruction and activities for Unduplicated Pupils, resulting in increased PE achievement, performance, and proficiency of content and performance standards adopted by the Sate Board. After an analysis of our PE and Unduplicated Pupil data, there is a need to increase capacity in the areas of PE instruction in relation to the benefits of a healthy lifestyle that includes physical activity and nutrition.	$277,590.00	Yes
1.10	Intervention Teacher for Brea Canyon High School (BCHS)	This staff member will provide additional highly specialized support for Unduplicated Pupils who demonstrate a need for increase academic skills development. After an analysis of the Unduplicated Pupil data at BCHS, there is a need to increase supplemental learning that specifically addresses learning gaps for students at BCHS. This services should result in improved performance on state and local assessments, reclassification rates, student marks and performance in class, and increase college-going rates.	$136,033.00	No
1.11	Two Certificated Professional Development Days (Full Day)	Provides opportunities for training, data analysis, and grade level or inter-departmental collaboration that focuses on increasing the achievement for Unduplicated Pupils, and the implementation of the academic content and performance standards adopted by the State Board. This professional development will help staff build capacity in how to best service our Unduplicated Pupils and close achievement gaps. This services should result in improved performance on state and local assessments, reclassification rates, student marks and performance in class, and increase college-going rates. Training will include, but not be limited to, Professional Learning Communities, Universal Design for Learning, GLAD, trauma informed instruction, and other PD items that have been noted in the district's work to address Significant Disproportionality an additional Targeted Support and intervention (ATSI).	$50,000.00	Yes
1.12	Professional Development for Certificated Teachers	Professional Development (PD) opportunities are targeted and supports continuous improvement via the implementation of strategies and supports that accelerate rates of achievement for Unduplicated Pupils. This PD focuses on strategies and best practices such as Universal Design for	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Learning, differentiation, Professional Learning Communities, Reading Support for Long Term English Learners, and Multi-Tiered Systems of Support to enhance the implementation of academic content standards. This work will also assist with training resulting from the District's placement into Differentiated Assistance. After an analysis of our Unduplicated Pupil data, there is a need to increase capacity-building in the areas of specific instructional support for Unduplicated pupils. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance. Training will include, but not be limited to, Professional Learning Communities, Universal Design for Learning, GLAD, trauma informed instruction, and other PD items that have been noted in the district's work to address Significant Disproportionality an additional Targeted Support and intervention (ATSI).		
1.13	Teacher Prep Time via Implementation of Elementary PE Program	Teacher prep time provides an opportunity for teachers to review student achievement data, plan standards-based lessons to address diverse needs of Unduplicated Pupils, and communicate feedback to students and parents/guardians. . After an analysis of our Unduplicated Pupil data, there is a need to increase teacher prep time to allow teachers to appropriately design learning experiences to meet the diverse needs of students. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance.	$159,299.00	No
1.14	Extended Learning/Tutoring	Site based allocation ($7,500) to support extended day learning opportunities for at promise students in both ELA and Mathematics. Tutoring provides support to Unduplicated Pupils to provide intervention and increase academic performance. After an analysis of our Unduplicated Pupil data, there is a need to provide additional academic support to meet in the specific learning needs of at promise students. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance.	$67,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS)	The implementation of the AVID program at BOHS facilitates College and Career Readiness for Unduplicated Pupils via a structured program that embeds research-based strategies and instructional/organizational support through ongoing training and additional tutorial support. An analysis of College-Going/A-G data indicates a need to support ongoing opportunities to increase the percentage of Unduplicated Pupils who are eligible to attend college. This action should result in increase College-going/A-G rates and graduation rates.	$112,863.00	Yes
1.16	Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS)	The implementation of the AVID program at BJHS facilitates College and Career Readiness for Unduplicated Pupils via a structured program that embeds research-based strategies and instructional/organizational support through ongoing training and additional tutorial support. An analysis of College-Going/A-G data indicates a need to support ongoing opportunities to increase the percentage of Unduplicated Pupils who are eligible to attend college. This action should result in increase College-going/A-G rates and graduation rates.	$33,292.00	Yes
1.17	Advancement via Individual Determination (AVID) for Arovista Elementary	The implementation of the AVID program at Arovista Elementary facilitates College and Career Readiness for Unduplicated Pupils via a structured program that embeds research-based strategies and instructional/organizational support through ongoing training and additional tutorial support. An analysis of College-Going/A-G data indicates a need to support ongoing opportunities to increase the percentage of Unduplicated Pupils who are eligible to attend college. This action should result in increase College-going/A-G rates and preparation for the 7-12 AVID program.	$8,500.00	Yes
1.18	AVID Tutors for BOHS and BJHS	Provide students, especially Unduplicated Pupils, with intensive and targeted tutoring support through the AVID classes offered at BOHS and BJHS. Tutors would focus on core academic skills for success, using proven AVID strategies that translate to academic success in core classes. After an analysis of our Unduplicated Pupil data, there is a need to increase academic support through tutoring opportunities that are embedded in the AVID elective courses. This service should result in	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased student performance on state and local assessment, reduce D and F rates at the junior high school and high school levels, and result in an increase in the district's overall graduation and college going rates.		
1.19	Designated and Integrated English Language Development (ELD) Training for Staff	The implementation of Designated ELD and Integrated ELD supports the English language acquisition of English learners through intentional opportunities to engage in listening, speaking, reading and writing in English. This training will provide staff with an understanding of the California English Learner Roadmap and the skills to develop Designated ELD and Integrated ELD lessons based upon student data and support for the district's Long Term English Learners (LTEL's). After an analysis of English learner data on state and local assessments, there is an identified need to provide staff with training in language acquisition and differentiation to meet the needs of English learner students. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance.	$40,000.00	Yes
1.20	Classroom Instructional Aide Paraprofessionals-English Learner Program	These paraprofessionals will provide classroom/student/teacher support specifically focuses on building academic language skills for English Learners (Emergent Bilinguals) through Integrated and Designated English Language Development. After an analysis of our English Learner data, there is a need to increase supplemental instructional support. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$209,061.00	Yes
1.21	Site English Learner Program Coordinator Stipend	Each site is provided a stipend position in order to facilitate the identification, monitoring, and assessment of English learners (EL). Duties of this position include data collection and review, communication with educational partners, and maintenance of student records. This service should result in increase student reclassification rates, increased student	$17,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance on state and local assessments, and improved student marks and classroom performance.		
1.22	English 3D Curriculum	English 3D is an English Language Development (ELD) curriculum to support English Learners (EL) in grades 7-12. This curriculum supports instruction in the secondary ELD courses which are comprised of EL students who are at the "Emerging" level of English language acquisition.The use of this curriculum should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$10,000.00	Yes
1.23	Rosetta Stone	Rosetta Stone is a language acquisition program utilized to support "newcomer" English Learner (EL) students. This program is used to support instruction in the ELD courses (secondary) and general education classes (elementary). The use of this program should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$16,000.00	Yes
1.24	GATE program workshops and extended learning for students	Program workshops and extended learning opportunities are offered to BOUSD GATE students in grades 4-6 as part of many enrichment opportunities throughout the school year. The extended learning program provides GATE students, including Unduplicated Pupils, an opportunity for enrichment aligned with GATE strategies and best practices. After an analysis of our GATE program and data, there is a need to increase capacity in the area of developing and recruiting GATE students within our Unduplicated Pupil group. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$10,000.00	No
1.25	GATE Certification Training for Teachers	This certification training supports differentiated classroom instruction for all students in core subject areas, including for Unduplicated Pupils who are GATE-identified. After an analysis of our GATE program and data,	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		there is a need to increase capacity in the area of developing and recruiting GATE students within our Unduplicated Pupil group. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.		
1.26	CoGAT Assessment for GATE identification process	The CoGAT assessment is administered universally to students in grade 3 and by recommendation for students in grades 4-6 as part of the GATE identification process. After an analysis of our GATE program and data, there is a need to increase capacity in the area of developing and recruiting GATE students within our Unduplicated Pupil group. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$15,000.00	No
1.27	Dual Language Immersion program at Arovista Elementary	Dual Language Immersion is a unique educational model where students, including Unduplicated Pupils, learn to think, read, write and communicate naturally in two languages: English and Spanish. Native Spanish and native English speaking students study together, beginning in kindergarten through 6th grade, to be bilingual and biliterate in both languages.	$628,816.00	Yes
1.28	Professional Learning Communities	The implementation of Professional Learning Communities provides an opportunity for teachers to review student achievement data, plan standards-based lessons to address diverse needs of Unduplicated Pupils, and communicate feedback to students and parents/guardians. PLC's will also be critical for the district to be able to respond to, and address, its Differentiated Assistance status. After an analysis of our Unduplicated Pupil data, there is a need to increase teacher prep time to allow teachers to appropriately design learning experiences to meet the diverse needs of students. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved student marks and classroom performance.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.29	Secondary Summer School	As part of the effort to support all students, including Unduplicated Pupils, meet graduation requirements, summer school at the secondary level provides an opportunity for credit recovery. After an analysis of graduation rates, specifically of Unduplicated Pupils, a need for credit recovery was identified. This service will result in increase student performance on state and local assessments, increased reclassification rates and improved graduation rates.	$367,695.00	No
1.30	Extended Learning Opportunities via Child Development Services Summer Camp	The CDS Summer Camp provides students, specifically Unduplicated Pupils, the opportunity to grow academically, social emotionally, and behaviorally during the summer. After a review of student data and the needs of our community, it was determined that the development of s summer program to support students, including Unduplicated Pupils, was necessary.	$440,000.00	No
1.31	AP Reimbursements	This service provides students with the opportunity to take Advanced Placement Exams, with the intention to remove any barrier that might keep a student from earning college credit prior to graduation. After an analysis of our Unduplicated Pupil data, there is a need to increase accelerated courses with provide Unduplicated Pupils with access to coursework that makes them A-G eligible and could potentially help them earn college credit.This service will result in increase student performance on state and local assessments, increased AP passing percentages, increase A-G/College Career readiness, and increase college-going rate.	$25,000.00	Yes
1.32	PSAT Administration-Brea Junior High School, Brea Olinda High School, Brea Canyon High School	This service provides students with the opportunity to take the PSAT, with the intention to remove any barrier that might keep a student from taking this exam, which is often used for scholarship identification and college recruiting. After an analysis of our Unduplicated Pupil data, there is a need to increase access to opportunities that provide students with access to the college pipeline as early as possible. This service will result in increase student performance on state and local assessments, increased AP passing percentages, increase A-G/College Career readiness, and increase college-going rate.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.33	Illuminate	This is a web-based program that houses standards-based assessments, elementary report cards, and provides the ability to disaggregate student data to closely monitor Unduplicated Pupil performance. This resource will help teachers identify students who require intervention and/or additional intervention. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance, and improve communication with parents/guardians regarding student progress monitoring and grading.	$48,000.00	No
1.34	iReady	This is the local diagnostic assessment that is leveraged three times per year to document student performance and proficiency of academic content and performance stadards adopted by the state board in Reading and Math. This web-based program provides embedded enrichment and intervention lessons that directly support areas of growth. After an analysis of our Unduplicated Pupil data, there is a need to increase diagnostic monitoring. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$164,932.00	Yes
1.35	Ellevation	This web-based program provides support with monitoring the progress of English Learners and will assist the district in supporting its Long Term English Learners and be responsive to its Differentiated Assistance status. After an analysis of our English Learner data and reclassification process, it is necessary to utilize a platform that will provide updated data for teachers, site administrators, and district administrators. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$15,478.00	Yes
1.36	Fontas and Pinnell Reading Intervention System	This differentiated, leveled reading intervention program (including consumables) is utilized by the Reading Specialist during reading intervention with students, particularly Unduplicated Pupils. After an	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		analysis of our Unduplicated Pupils data, there is a need to provide supplemental curriculum that is tiered and meets students at their specific reading levels. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.		
1.37	UFLI Reading Program	This differentiated, leveled reading intervention program (including consumables) is utilized by the Reading Specialist during reading intervention with students, particularly Unduplicated Pupils. After an analysis of our Unduplicated Pupils data, there is a need to provide supplemental curriculum that is tiered and meets students at their specific reading levels. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$2,000.00	Yes
1.38	Sonday Reading Intervention System	This reading intervention program provides tiered, personalized support for Special Education students with the intent of increasing performance and proficiency of academic content and performance standards adopted by the stare board in reading fluency and comprehension. After an analysis of our Unduplicated Pupil and Special Education data, there is a need to increase supplemental learning that specifically addresses closing learning gaps for Special Education students. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$25,000.00	No
1.39	Hegerty Reading Program	This differentiated, leveled reading intervention program (including consumables) is utilized by the Reading Specialist during reading intervention with students, particularly Unduplicated Pupils. After an analysis of our Unduplicated Pupils data, there is a need to provide supplemental curriculum that is tiered and meets students at their specific reading levels. This service should result in increase student reclassification rates, increased student performance on state and local assessments, and improved student marks and classroom performance.	$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District will cultivate an environment that supports the mental health, physical health, and overall well-being of every student. This will be achieved through wellness programs, access to mental health resources, promotion of healthy lifestyles, community partnerships, and ongoing education for students, families, and staff in order to foster a positive school climate that prioritizes a growth mindset, resilience, and social-emotional learning, leading to improved academic outcomes and lifelong well-being for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Merging educational partner feedback with qualitative survey data from the California Healthy Kids Survey, Panorama Social Emotional Learning surveys, and other student centered metrics has helped the district develop this goal to address mental health and well-being of all students because it aligns with BOUSD's commitment to holistic education. Recognizing that students' academic success is intertwined with their mental and physical well-being, the district acknowledges the importance of providing comprehensive support to nurture students' overall health. By prioritizing wellness programs, access to mental health resources, and the promotion of healthy lifestyles, BOUSD demonstrates its dedication to fostering an environment where students can thrive emotionally, socially, and academically.

Addressing mental health contributes to creating a positive school climate and fostering a growth mindset among students. By prioritizing social-emotional learning and resilience-building initiatives, BOUSD aims to create a supportive and inclusive school culture where students feel valued, respected, and empowered to overcome challenges. A positive school climate not only enhances students' overall well-being but also contributes to improved academic outcomes and long-term success.

BOUSD recognizes the interconnectedness of mental health, academic achievement, and lifelong well-being. Research consistently demonstrates that students' mental and emotional health significantly impact their academic performance, attendance, and overall engagement in school. By investing in mental health education for students, families, and staff, BOUSD equips its community with the necessary tools and resources to support students' mental health needs effectively, ultimately leading to improved academic outcomes and lifelong well-being.

Moreover, establishing partnerships with community organizations and stakeholders further strengthens BOUSD's ability to provide comprehensive mental health support to its students. By collaborating with external agencies, such as mental health providers and community organizations, BOUSD can leverage additional resources and expertise to address the diverse needs of its student population more effectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher professional development around supporting student mental health and cultivating a positive learning environment.	2022-2023- 3% teachers participated in professional development related to supporting student mental health and cultivating a positive learning environment			50% of teachers participate in professional development related to supporting student mental health and cultivating a positive learning environment	
2.2	California Healthy Kids Survey (CHKS)	2022-2023 CHKS data: Elementary: 72% of students reported "yes, all the time" or "yes, most of the time" on having caring adult relationships in school Secondary: Average student response rate of 57% reported "very much true" or "pretty much true" on having school caring adult relationships			CHKS data: Elementary: 85% reported "yes, all the time" or "yes, most of the time" on having caring adult relationships in school Secondary: Average response rate of 85% reported "very much true" or "pretty much true" on having school caring adult relationships	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Suspension Rate	2022-2023 Suspension Rate: BOUSD: All Students- 2.1% Foster Youth- 16% Homeless Youth-18.2% Brea Junior High School: EL- 21.5% SWD- 14.8%			Suspension rate will decrease by 5% district-wide and in each of the identified student groups.	
2.4	Chronic Absenteeism	2022-2023 Chronic Absenteeism: BOUSD: All Students- 15.6% EL- 18.6% Homeless Youth-27.8% SED- 24.2% SWD- 24.2% Hispanic- 22.4% Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Hispanic- 32% Country Hills Elementary: All Students- 12.9% SED- 20.9% SWD- 20.3% Hispanic- 20.7%			Chronic Absenteeism will decrease by 5% district-wide and in each of the identified subgroups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Falcon Academy of Science and Technology: SED- 22.1%				
		Laurel Elementary Magnet School of Innovation and Career Exploration: All Students- 22.9% SWD- 40.7%				
		Mariposa Elementary: SWD- 21.5%				
		Olinda Elementary: Hispanic- 22.1%				
		Brea Junior High School: EL- 26.6% SED- 24.5%				
2.5	Ratio of students to counselors	2022-2023 Student to school counselor ratio: 553.43:1			Student to counselor ratio: 300:1	
2.6	Parent Education Webinars	The District held five parent education webinars in the 2022-2023 school year. An average of 15 parents and educational partners participated in Parent Education webinars in the 2023-2024 school year.			The District will hold six parent education webinars focused on social emotional learning, wellness, behavior, etc. and will increase educational partner	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					participation by 10% by year three.	
2.7	Community agency partnerships established for promoting positive social-emotional and mental health well-being	New Metric for the 2024-2025 LCAP. Community Agency Partners will be evaluated in the Summer of 2024.			The District will hold at least 10 partnerships with community agencies/partners for a range of services and specialized support.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS training and professional development	Develop, implement, and sustain a robust MTSS framework that prioritizes behavioral and social-emotional interventions to ensure all students receive the support they need to succeed academically and personally. A well-structured MTSS framework that includes strong behavioral and social-emotional support tiers, including PBIS, restorative practices, and SEL, is crucial for promoting student well-being, improving academic outcomes, and creating a positive school climate. Addressing these needs proactively can reduce disciplinary issues, enhance student engagement, build student sense of belonging, reduce chronic absenteeism, and support overall mental health.	$100,000.00	No
2.2	MTSS Interventions and Supports	Professional Devlopment and instructional supports to enhance Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and the Student Study Team (SST) processes. MTSS interventions and supports will provide direct coaching and support to teachers and staff, ensuring effective implementation of these frameworks to address academic, social-emotional, and behavioral needs of all students. By providing targeted support and interventions, these interventions and supports will help improve both academic performance and behavioral outcomes for students, particularly those who are struggling or at risk. This action will also support capacity building for staff with ongoing coaching and professional development, centered on data-driven decision-making to ensure interventions are based on the specific needs of students. This support will result in a more positive school culture and climate, reducing behavioral issues and increasing student engagement.	$102,000.00	No
2.3	Junior High Intervention Counselor and High School Interventions/CTE Counselor (BOHS)	A dedicated counselor at the Junior High School and another at the high school that can provide targeted emotional support to students facing various challenges, such as family issues, mental health concerns, or peer pressure. This support helps students manage stress, build resilience, and improve their overall well-being. Students who receive this social-emotional support can be better equipped to focus on their studies, providing emotional and psychological stability that will enable them to engage more effectively in their academic work, leading to improved grades and academic outcomes. Having this counselor available at both the junior high and high school ensures early identification of at-risk students. Early	$260,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention can address issues before they escalate, reducing the likelihood of long-term negative outcomes, such as dropping out of school or engaging in risky behaviors. The counselor on special assignment can coordinate with teachers, administrators, and parents to create a comprehensive support network. This collaboration ensures that all aspects of a student's life are considered when developing support plans, leading to more holistic and effective interventions. The counselor on special assignment can also provide training and workshops on social-emotional skills, such as communication, conflict resolution, and stress management. These skills are essential for students' personal development and can positively impact their interactions both in and out of school. The counselor on special assignment additionally can help address the root causes of behavioral issues through counseling and support, creating a more positive and conducive learning environment for all students.		
2.4	Parent Engagement Activities	Parent engagement activities are a vital component of fostering strong family-school partnerships. They lead to numerous benefits, including improved student academic performance, better social-emotional development, and a more positive school climate. By investing in these activities, BOUSD schools can create a supportive and collaborative environment that enhances the overall educational experience for students, parents, and staff. Parent engagement will help parents better understand the academic, social, and behavioral expectations at school, allowing them to further support their children with learning at home. By engaging our parents more often, our students will be more likely to exhibit positive behaviors, attend school regularly, and demonstrate a positive attitude towards school. The enhanced opportunities for parent engagement activities encourages better communication between parents and children about school experiences. Parent engagement activities will create a positive, inclusive, and welcoming school culture.	$13,000.00	Yes
2.5	At-Risk Counselor BCHS	The support of the at-risk counselor at BCHS supports the unique and more intensive needs of our at-risk students by providing comprehensive support that addresses both the academic and socio-emotional needs of our BCHS students. This holistic approach not only improves individual	$80,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student outcomes but also contributes to a more positive and supportive school environment. By fostering strong relationships with our BCHS students, our counselor can help our students feel valued, heard, and understood; which can increase their engagement and motivation to attend school and participate in activities. Our counselor can offer a safe space for students to express their feelings and work through emotional issues, which is crucial for their overall well-being. These support services can also include intentional teaching of coping strategies, resilience, and other social-emotional skills that help students manage stress, anxiety, and interpersonal relationships more effectively. The counselor can identify early signs of disengagement or dropout risk and implement proactive measures to keep students on track.		
2.6	School Readiness Nurse	By integrating a school readiness nurse into the early learning environment, BOUSD can address the interconnectedness of physical and social-emotional health, ultimately supporting the holistic development of our youngest learners and enhancing their readiness for academic success. By supporting early Identification and intervention, such as facilitating regular health screenings, the school readiness nurse can identify vision, hearing, and developmental issues early, allowing for prompt intervention which can prevent future learning difficulties. The school readiness nurse will also be able to support the early identification of any chronic conditions like asthma or allergies to ensure that our students receive appropriate care and accommodations, minimizing school absences and health-related disruptions. The school readiness nurse services will also help provide education to our BOUSD students and families on nutrition, exercise, and hygiene in order to promote healthier lifestyles, reducing the incidence of illness and improving overall well-being. Information can also be shared by our school readiness nurse on the importance of mental health and help destigmatize mental health issues and encourage families to seek support when needed. By identifying and addressing health-related barriers to attendance, such as untreated illnesses or lack of access to healthcare, our school readiness nurse can help improve school attendance rates, educating parents on the importance of consistent attendance and its link to academic success and social development. Our school readiness nurse can connect our families with community resources for healthcare, mental health services, and	$43,159.00	No

Action #	Title	Description	Total Funds	Contributing
		social support, ensuring that they have the necessary tools to support their children's development.		
2.7	Edlio, Qualtrics	In support of improved decision-making, it is important to collect diverse perspectives and regular feedback from various educational partners-teachers, parents, students, and community members. Understanding the needs and priorities of our educational partners ensures that the actions we take are relevant and responsive to those they impact. Regular input will also allow us to identify specific areas where students may need additional support, leading to targeted interventions and improved academic and social-emotional outcomes.	$9,900.00	No
2.8	Elementary Attendance Clerks: Salary and Benefits	Additional staffing supports help in student attendance monitoring. With this additional support, clerks can promptly identify students who are absent and initiate follow-up actions sooner, reducing the chances of chronic absenteeism. This service will also allow for increased support in maintaining more accurate and detailed records, ensuring that any patterns or issues with attendance are quickly identified and addressed. This service allows for more time in parent outreach to discuss attendance, address concerns, and provide support or resources as needed.	$45,044.00	Yes
2.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	Implementing a digital safety software to monitor student activity online provides alerts for potential support needed for students. The software can detect and flag harmful behaviors such as cyberbullying, self-harm, or exposure to inappropriate content. By monitoring online activities, software and programs we use can alert school staff to intervene promptly, potentially preventing harm. Early intervention such as these monitoring systems and programs can identify signs of distress or risky behavior, allowing our teachers and counselors to provide timely support and resources. Digital safety programs and software supports student mental health and provides school and student safety measures.	$92,792.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Futures Academy Teachers (Secondary 7-12)	Funds teaching personnel that provides support for students with an individualized education program who present with intensive social/emotional and psychological needs. These educators provide and facilitate a learning environment that intends to meet the social-emotional and academic needs for some of our students with the most intensive needs. The services provided through our program and from our teachers allow our students with intensive needs to receive the necessary supports for making progress in their least restrictive environment.	$115,014.00	No
2.11	Social Emotional Supports for Students (Wellness Spaces and Wellness Centers)	A BOUSD-wide program that promotes the social-emotional health and well-being of our students and encourages wellness activities and social support via programming and various opportunities. Data reviewed from surveys allowed us to determine that there was a need to actively engage in intentional promotion of student wellness. Supporting Social Emotional supports in BOUSD offers numerous benefits that can positively impact both the students, staff and the entire BOUSD school community. Students who feel their well-being is valued are more likely to be engaged and motivated. A focus on wellness fosters a positive and supportive school culture. This action will also help us improve the suspension rates of significant subgroups districtwide (Foster youth, homeless youth) and at specific school sites (Brea Jr. High (EL, SWD))	$6,000.00	No
2.12	Elementary School Counselors	Funding school counselors has multiple benefits including the provision of essential support for students' mental health, helping to identify and address issues such as anxiety, depression, and other emotional challenges. This support can lead to improved overall well-being and a better school experience for BOUSD students. Supporting the social-emotional and mental health needs of our students also leads to better academic outcomes, as students who receive the appropriate support are more likely to be engaged, motivated, and ready to learn. Preventing minor issues from becoming more significant problems is essential. Early intervention is a key component of MTSS, ensuring that students receive the support they need as soon as possible.	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Secondary School Intervention Counselor at Brea Junior High School	This funded position will provide multi-tiered systems of support for the academic and social-emotional needs of all students. This added support allows for a lower counselor to student ratio, increasing opportunities to expand on universal and prevention strategies and practices. This added position will also provide guidance and resources to BOUSD teachers and staff on how to support students' social-emotional needs and manage classroom behavior effectively. This collaboration can enhance the overall effectiveness of the MTSS framework.	$102,000.00	No
2.14	SI&A Attendance Monitoring Platform: SchoolStatus	The SchoolStatus attendance monitoring platform monitors student attendance and provides real time attendance data for school and district personnel to review in order to spot trends for tardiness and truancy so that we can take action before absenteeism becomes chronic. This service should result in improved attendance rates, which translates to increased learning time and improvement local and state assessment scores, reclassification rates, A-G eligibility, college and career readiness, and site-based performance data.	$36,900.00	Yes
2.15	State and Federal Budget Analyst	This individual will provide direct support for all state and federal compliance requirements and reporting, working closely with the Director of Student Services and the new Director of Educational Services and reporting requirements that sustain funding for unduplicated pupils. After an analysis of our unduplicated pupil data and related reporting requirements there is a need to increase support staff that can sustain state and federal programming requirements. This individual should assist in creating greater efficiencies that will allow for more focused attention to promote the delivery of services to UPP, as well as, the general population of all students.	$124,960.00	No
2.16	Social-Emotional Learning Curriculum	Social emotional learning curriculum is a strategic investment in the support and development of the whole-child. It not only supports academic success but also cultivates essential life skills that benefit students, educators, and the broader BOUSD school community. Social-emotional programs have been shown to enhance students' academic achievement by fostering better focus, engagement, and motivation in the classroom.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Our students will be able to learn, identify, and manage their emotions, reducing instances of emotional outbursts and increasing emotional stability. With social emotional learning curriculum resources, BOUSD students can build effective communication, empathy, and relationship-building skills, which are crucial for teamwork and collaboration. In addition, learning conflict resolution and coping strategies, our BOUSD students are less likely to engage in disruptive behavior, leading to a more positive classroom environment. This action will also help us improve the suspension rates of significant subgroups districtwide (Foster youth, homeless youth) and at specific school sites (Brea Jr. High (EL, SWD))		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District will create a comprehensive and aspirational educational technology framework that expands access to rigorous and relevant 21st-century learning tools, resources, and skills for all students. This goal aims to maximize collaboration, improve communication, inspire creativity, cultivate computational thinking skills, and expand learning opportunities beyond the classroom setting, preparing students for college and career success. This goal will empower students to leverage technology effectively, including developments in artificial intelligence that will foster a dynamic digital learning environment that nurtures creativity, critical thinking, collaboration, and digital citizenship skills among all learners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Incorporating feedback from educational partners alongside state and local assessment data, the Brea Olinda Unified School District (BOUSD) has crafted this goal to ensure BOUSD students have unimpeded access to technology-based devices, technology support, and instruction centered on technology and innovation. This approach aims to equip students with the creativity and innovation skills demanded by our global society.

Analysis of student performance reveals a pressing need for expanded learning opportunities, particularly in Math and English Language Arts (ELA), to mitigate learning loss, especially among at-promise students. Additionally, as students progress into junior high and high school, there's a demonstrated necessity to address failing grades in core classes that pose barriers to graduation. To combat this, BOUSD recognizes, for example, the importance of providing technology platforms such as credit recovery software for students facing academic challenges. Further, data underscores the urgency of using technologies to address learning gaps, as a significant percentage of K-6 students in the 2023-2024 school year performing below grade level in ELA and Math based on iReady diagnostic data and performance on standardized examinations. Concerns also arise regarding English Learner (EL) completion rates, with just over 17% of EL students regressing at least one level according to English Learner Progress Indicator (ELPI) data, and 23% maintaining their ELPI status for the 2022-2023 school year.

BOUSD remains committed to fostering college and career readiness by equipping students with the necessary tools, particularly in technology-based competencies, to thrive in a globalized world. This goal directly supports this endeavor by facilitating access to programs

and devices that foster firsthand experience and engagement, thereby closing achievement gaps and cultivating technological literacy, especially among students from at-promise backgrounds. Through strategic data collection and increased survey data through platforms like Qualtrics Stakeholder Survey, BOUSD has identified key drivers in supporting academic learning, including access to innovative technology and robust technology support. Stakeholders have expressed a desire for increased engagement in STEM and STEAM lessons, alongside enhanced technology support at schools.

BOUSD continues to measure progress through various metrics, including the number of devices available to students, Google log-in data, activity logs for digital platforms, and lesson completion rates. The efforts of media techs, school counselors utilizing SEL Survey platforms, and support from Instructional Technology and Educational Technology staff all contribute to the ongoing analysis of this goas's effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Ensuring Access to standards aligned instructional materials	In 2023-2024 100% of students have access to standards aligned instructional materials.			100% of students will have access to standards aligned instructional materials.	
3.2	1:1 Device Access for all students	In 2023-2024 100% of secondary students have Chromebook access; all elementary classrooms have Chromebook access through Chromebook carts			100% of students will have Chromebook access at a 1:1 level.	
3.3	Increased performance on CAASPP	In 2022-2023 Overall ELA Met or Exceeded is 62.96%; overall Math Met or Exceeded is 58.03%.			ELA and Math performance (Met or Exceeded) will be higher than 2022-2023 baseline and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					increase 5% over Year 2 Outcome.	
3.4	Increased performance on California Science Test (CAST)	In 2022-2023 CAST Met or Exceeded is 47.08% across all grade levels			CAST performance (Met or Exceeded) will be higher than 2022-2023 baseline and increase 5% over Year 2 Outcome.	
3.5	Participation in STEM and STEAM Events and Activities	in 2022-2023 900 family members participated in STEM/STEAM activities.			Student and family participation in STEM and STEAM events and activities will increase over baseline and be 5% higher than Year 2 Outcome.	
3.6	A-G Completion Rate	The 2023-24 A-G Completion Rate in 2023-2024 was 66%.			In the 2026-2027 school year the A-G completion rate for the district will be 75%.	
3.7	College Prepared/Readiness	CA Dashboard College/Career Readiness Indicator: BOUSD: All Students- 51.3% Brea Canyon High School: All Students- 0% SED- 0% Hispanic- 0%			The percentage of students "prepared" as defined on the CA Dashboard will increase by 5% district-wide and in each of the identified student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Internet Access	100% of students and teachers have access to the Internet at all campuses			100% of students will have internet access at all campuses.	
3.9	Software and Resource Utilization	Teachers currently use educational software and digital resources at uneven rates. Data being collected in the summer of 2024			All educational software and digital resources will be used by target teaches and teaching teams at a rate of 75% or higher.	
3.10	Participation in Robotics Clubs by elementary students	in 2022-2023 three elementary schools have fielded Robotics clubs at a competitive level.			All elementary schools in the district will field a robotics club at a competitive level.	
3.11	Participation in Robotics Competitions at the High School level	High School Robotics Program Participated in two competitions in the 2023-2024 school year.			High School Robotics participation will exceed baseline and increase by 5% over year 2 Outcome.	
3.12	Technology Internships	In 2022-2023 there were 30 participants in the Boeing internship.			participants in the Boeing Internship Program will exceed baseline and increase by 5% over Year 2 Outcome.	
3.13	Technical Support	In the 2022-2023 school year an average of 60 technical support tickets were handled by district			technical support tickets will be less than baseline and at least 5% lower	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IT personnel.in the core curriculum			than Year 2 Outcome.	
3.14	K-12 AI Integration	AI integration currently stands at 0% or is unevenly applied at all schools in the district.			At least 50% of K-12 teachers will be integrating AI into lesson planning and instruction annually.	
3.15	Technology related Professional Development	Technology related professional development is applied unevenly across schools in the district. Data being collected in the summer of 2024			No less than 70% of K-12 teachers will participate in at least one technology related professional development opportunity annually by 2026-2027	
3.16	Bullying, digital citizenship, internet/social media safety	There were no District-facilitated webinars or awareness trainings for parents/students in 2023-2024 regarding bullying, digital citizenship, and internet/social media safety			The District will hold at least one webinar/workshop for parents on the awareness of bullying, digital citizenship, internet/social media safety and will facilitate with each school to hold at least one presentation for students.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tech Rep Stipends	Stipends for site-based teachers to provide support and technology training/coaching for colleagues. Technology implementation includes supplemental programs and data analysis tools to target instruction to students in need of additional support, including Unduplicated Pupils. After an analysis of our unduplicated pupil data, there is a need to increase access to tech-based learning and systems that reflect the most current and innovative technology-based practices that our students will encounter. This service should result in increased performance on state and local assessments, Reclassification rates, site-based performance data, A-G eligibility and College career readiness data.	$49,612.00	No
3.2	New Technology Purchases	Increased access to technology, with specific attention to ensuring that Unduplicated Pupils have clear lanes by which to access essential technology for learning in-person and beyond the school day and building.	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		After an analysis of our unduplicated pupil data, there is a need to increase access to tech-based learning and systems that reflect the most current and innovative technology-based practices that our students will encounter. This service should result in increased performance on state and local assessments, Reclassification rates, site-based performance data, A-G eligibility and College career readiness data. Increase access to broad course of study.		
3.3	Technology Device Refresh	Intentional effort, with specific consideration for Unduplicated Pupil access to technology; emphasis placed on removing access to technology as a barrier for student engagement with core curriculum. After an analysis of our unduplicated pupil data, there is a need to increase access to tech-based learning and systems that reflect the most current and innovative technology-based practices that our students will encounter. This service should result in increased performance on state and local assessments, Reclassification rates, site-based performance data, A-G eligibility and College career readiness data. Increased access to a broad course of study.	$275,000.00	No
3.4	Computer Technicians and Network Specialists	Investment in the people power and expertise required to expedite and promote connectivity, troubleshooting and access to technology-based curriculum; equity equates to access--this team ensures that Unduplicated Pupils have proper, working hardware in their hands so that they're ready to learn. After an analysis of our unduplicated pupil data, there is a need to increase access to tech-based learning and systems that reflect the most current and innovative technology-based practices that our students will encounter--this service directly supports the back-end systems to ensure student success. This service should result in increased performance on state and local assessments, Reclassification rates, site-based performance data, AG eligibility and College career readiness data.	$364,192.00	Yes
3.5	Elementary Media Technicians	Increased site-based technology support aimed to improve implementation of new technology and tools that improve classroom instruction and	$378,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
		differentiation to support the academic and language development needs of Unduplicated Pupils. Technology implementation includes supplemental programs and data analysis tools to target instruction to students in need of additional support, including Unduplicated Pupils. After an analysis of our unduplicated pupil data, there is a need to increase access to tech-based learning and systems that reflect the most current and innovative technology based practices that our students will encounter. This service should result in increased performance on state and local assessments, reclassification rates, site-based performance data, A-G eligibility and College career readiness data.		
3.6	Support for Robotics Programs - Elementary and Secondary	Elementary robotics programs provide hands-on, engaging learning experiences that transcend language barriers. Additionally, robotics can ignite interest in STEM fields, potentially opening pathways to future educational and career opportunities. By offering an inclusive environment where all students can collaborate and succeed, robotics programs help bridge educational gaps and promote equity. This action will provide for a part time coordinator of robotics programming to support elementary and secondary robotics activities throughout the district.	$22,073.00	No
3.7	APEX Licenses	Credit recovery programs and online learning offer flexible, personalized education options that accommodate diverse needs and schedules. These programs enable students to catch up on missed credits at their own pace, reducing the risk of falling behind and increasing graduation rates. Online learning provides access to a wide range of resources and courses that might not be available in traditional school settings, enhancing educational opportunities. For English learners, these programs often include language support tools, aiding comprehension and learning. Foster youth and low-income students benefit from the accessibility of online platforms, which can be accessed from anywhere, reducing barriers related to transportation and stability. Overall, these programs support academic success and equity by addressing the unique challenges faced by these student groups.	$56,805.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Independent Studies Program	Independent study programs offer flexible, personalized learning tailored to individual needs. These programs allow students to work at their own pace, which is particularly helpful for those who need extra time to master language skills or catch up on missed coursework. Foster youth, who often face disruptions in their education due to placement changes, can maintain continuity in their learning through independent study. For low-income students, independent study provides an opportunity to balance education with other responsibilities, such as part-time work or family care. Additionally, these programs can offer targeted support and resources, helping to bridge educational gaps and promote academic success. Overall, independent study fosters a supportive, adaptable learning environment that addresses the unique challenges these students face.	$410,829.00	Yes
3.9	Coding Instructional Coach and Career Exploration Instructional Coach	These instructional coaches play a crucial role by providing targeted support and professional development for teachers in the areas of coding and career exploration. They help educators implement effective, research-based strategies tailored to diverse learning needs, ensuring all students receive high-quality instruction. These coaches can introduce techniques and academically responsive teaching practices. They assist in creating stable, inclusive classroom environments work to identify and address the specific challenges faced by students, such as limited access to resources, by advocating for equitable practices and support systems. By empowering teachers and enhancing instructional quality, instructional coaches significantly contribute to the academic success and well-being of both UPP and all other students.	$30,000.00	No
3.10	Instructional Materials for STEM/STEAM activities	Purchased supplemental materials increased participation rates among our unduplicated pupil count; STEAM nights engaged families and made inquiry-based STEAM concepts engaging and relevant for a wider range of students as evidenced by increased participation rates. After an analysis of our unduplicated pupil data, the district has determined that there is a need to increase learning opportunities that will increase proficiency in Science. This service should result in increased performance scores on the CAST.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Online Academy Teacher	Taking the schedules and optimal learning environments of unduplicated pupils into mind, One Online Academy Teacher will be hired to staff our strictly online elementary school; the teacher will implement innovative strategies to keep unduplicated pupils actively engaged. After an analysis of our unduplicated pupil data, the district determined that there is a need to support diverse instructional settings for students in a post-covid world, in order to support ongoing learning opportunities that increase proficiency in all content areas. This service should result in improved state and local assessment performance scores, Reclassification rates and increased performance on site-based data.	$116,157.00	No
3.12	Online Technology Tools (Edmentum Instructional Program)	Online technologies provide easy access to a vast array of educational materials, allowing students to learn at their own pace and according to their individual needs. Online platforms often include tools like language translation and interactive exercises that enhance language acquisition and comprehension. Other students benefit from the stability and consistency these technologies offer, enabling them to continue their education seamlessly despite changes in their living situations. All students also gain from the accessibility of online libraries, which offer free or low-cost resources that might otherwise be unaffordable. Overall, these technologies help bridge educational gaps, providing equitable opportunities for all students to succeed academically.	$71,000.00	Yes
3.13	Technology to Support the Core Instructional Program	Technology (hardware and software programs) that personalized learning experiences that cater to individual needs, thereby enhancing engagement and understanding. Interactive and adaptive software to identify students' strengths and weaknesses, offering tailored content and immediate feedback to help them grasp complex concepts at their own pace. These technologies will facilitate access to resources and learning materials that might otherwise be unavailable, bridging gaps for students from under-resourced backgrounds. These technologies also enable at-promise students to build essential 21st-century skills.	$35,000.00	Yes
3.14	Continued Expansion of Laurel Elementary	A schoolwide focus on career exploration at Laurel Elementary fosters early exposure to diverse career pathways and promoting academic	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Career Exploration and Innovation Programming	engagement. By introducing career exploration activities and resources, schools can help students connect their learning to real-world opportunities, regardless of their background or language proficiency. This approach provides valuable context for language acquisition, as they engage with vocabulary and concepts related to various professions, helps students envision a future beyond their current circumstances and providing motivation to succeed academically, and broadens student aspirations and inspires them to pursue higher education or vocational training, ultimately breaking the cycle of poverty and class. Overall, a schoolwide focus on career exploration empowers all students to dream big and equips them with the knowledge and skills needed to achieve their goals.		
3.15	Continued Expansion of Falcon Academy Coding Programming	A schoolwide focus on coding, robotics, and STEM activities fosters critical thinking, problem-solving skills, and equitable access to technology education. The hands-on activities provide opportunities for all students to engage in experiential learning, regardless of language proficiency or background. Coding and robotics offer a language-neutral platform for learning, allowing them to develop essential skills while building confidence in their abilities. Students can also find stability and belonging in STEM activities, providing a sense of continuity and accomplishment amidst potential disruptions in their lives. Students also benefit from exposure to technology and STEM fields, which can open doors to future educational and career opportunities, helping to level the playing field and break the cycle of poverty. Overall, a schoolwide focus on coding, robotics, and STEM activities promotes inclusivity, equity, and academic success for all students.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The District will cultivate a positive, safe, and respectful culture in all its schools that fosters belonging, engagement and connectedness among students, parents, and staff. This includes establishing evidence-based safety protocols and comprehensive staff training on emergency preparedness and response. Through strategic investments in facility upgrades and modernization of infrastructure, we will advance safety, holistic well-being, and optimal learning conditions for students and staff alike. Additionally, we are committed to integrating flexible learning environments, and innovative teaching methodologies to promote personalized, collaborative, and inquiry-based learning experiences. We aspire to create inclusive, accessible, and inspiring facilities that reflect our unwavering commitment to excellence in education and student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Feedback from educational partners and both quantitative and qualitative data compels the BOUSD to include a goal to cultivate a positive, safe, and respectful culture in all schools because fostering a positive and respectful culture is foundational to creating an environment where all students, parents, and staff feel valued, supported, and included. By prioritizing belonging, engagement, and connectedness, BOUSD demonstrates its commitment to promoting a sense of community and unity among its stakeholders. This not only enhances the overall school climate but also contributes to improved academic outcomes and social-emotional well-being for students.

Prioritizing safety protocols and comprehensive staff training on emergency preparedness and response is essential for ensuring the physical safety and security of students, staff, and visitors. By establishing evidence-based safety protocols and providing ongoing training, BOUSD demonstrates its dedication to maintaining a safe and secure learning environment where students can focus on their academic and personal growth without fear or distraction.

Strategic investments in facility upgrades and modernization of infrastructure are crucial for advancing safety, holistic well-being, and optimal learning conditions for students and staff. Up-to-date facilities not only provide a conducive environment for teaching and learning but also promote a sense of pride and belonging among the school community. Additionally, modernized infrastructure supports the integration of flexible learning environments and innovative teaching methodologies, which are essential for promoting personalized, collaborative, and inquiry-based learning experiences.

The commitment to creating inclusive, accessible, and inspiring facilities reflects BOUSD's unwavering dedication to excellence in education and student success. By ensuring that facilities are inclusive and accessible to all students, regardless of their abilities or backgrounds, BOUSD demonstrates its commitment to equity and diversity. Furthermore, inspiring facilities inspire creativity, innovation, and a passion for learning, contributing to a positive and enriching educational experience for all students.

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	2022-2023 Chronic Absenteeism: BOUSD: All Students- 15.6% EL- 18.6% Homeless Youth- 27.8% SED- 24.2% SWD- 24.2% Hispanic- 22.4% Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Hispanic- 32% Country Hills Elementary: All Students- 12.9% SED- 20.9% SWD- 20.3% Hispanic- 20.7% Falcon Academy of Science and Technology: SED- 22.1%			Chronic absenteeism will decrease by 5% district-wide and in each of the identified student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Laurel Elementary Magnet School of Innovation and Career Exploration: All Students- 22.9% SWD- 40.7% Mariposa Elementary: SWD- 21.5% Olinda Elementary: Hispanic- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5%				
4.2	High School Dropout Rate	2022-2023 Dropout Rate: 6.7%			Dropout Rate will increase by 5%	
4.3	High School Graduation Rate	2022-2023 Graduation Rate: 93.3% Students with Disabilities: 78.8% Asian: 93.7% Hispanic: 91.7% Socioeconomically Disadvantaged: 93% White: 94.4%			Graduation Rate will increase by 5% across all significant subgroups over baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Suspension Expulsion Rate	2022-2023 Suspension Rate: BOUSD: All Students- 2.1% Foster Youth- 16% Homeless Youth- 18.2% Brea Junior High School: EL- 21.5% SWD- 14.8%			Suspension rate will decrease by 5% district-wide and in each of the identified student groups.	
4.5	Maintenance and Facilities	In 2022-2023 there were 96 instances where facilities did not meet "Good Repair" standard			Instances of facilities not meeting "Good Repair" standard will decrease by 10% over baseline.	
4.6	Educational Partner Engagement	600 parents completed the California Healthy Kids Survey, and 695 parents completed the LCAP Feedback Survey through April 1, 2023.			There will be a 10% increase in participation for both the LCAP Feedback Survey and the California Healthy Kids Survey.	
4.7	SEL Education/Check Ins by Elementary Counselors	In 2022-2023: 369 Tier I lessons. 1230 individual student Check Ins.			Tier I SEL Lessons and individual Student Check Ins will increase by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Risk and Threat Assessments	In 2022-2023: 26 Elementary Suicide Severity Screenings 23 Secondary Suicide Severity Screenings			There will be a 5% decrease in Suicide Severity Screenings in both elementary and secondary schools.	
4.9	California Healthy Kids Survey	1,167 students participated in the California Healthy Kids Survey for the 2023-2024 school year			CHKS participation by students will increase by 10% over baseline as grade levels are added.	
4.10	Qualtrics LCAP Educational Partner Survey	1570 parents participated in the Qualtrics LCAP Survey 129 parents participated at Arovista Elementary School 118 parents participated at Laurel Elementary School 116 parents participated at Country Hills Elementary School			Parent participation in the LCAP Qualtrics Survey will increase by 10% at all participating schools.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		210 parents participated at Olinda Elementary School

161 parents participated at Mariposa Elementary School

175 parents participated at Falcon Elementary School

227 parents participated at Brea Junior High School

9 parents participated at Brea Canyon High School

350 parents participated at Brea Olinda High School | | | | |

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Elementary School Counselors	Funded personnel will provide direct social and emotional support for all students, with specific focus on the needs of our unduplicated pupils; broadens our foundational approach towards increasing on-site expertise Social and Emotional support. After an analysis of our unduplicated pupil data, there is a need to increase staff that provides direct SEL support in order to more effectively provide students ongoing learning opportunities and increased proficiency in all academic areas. This service should result in improved local and state assessments scores, Reclassification rates, A-G eligibility, College and Career readiness, and site-based performance data. Promote the health and wellness of the younger learners in K-6 to increase access to learning in all areas.	$175,000.00	Yes
4.2	Brea Canyon High School Counselor	This counselor will provide personalized support, resources, and advocacy. He/She will work closely with students to address academic, social, and emotional challenges, offering guidance and interventions tailored to their unique circumstances. The counselor assist in navigating language barriers, accessing language support services, and setting academic goals conducive to language acquisition. He/She will also provide stability, guidance in transitioning between placements, and assistance in accessing resources such as tutoring or extracurricular activities to foster a sense of belonging. Additionally, the counselor will advocate for the diverse needs of students, connecting them with financial aid opportunities, college readiness programs, and community resources to ensure equitable access to educational opportunities.	$80,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	School Readiness Nurse	Personnel that ensures a smooth entry into our school communities, with particular focus on the specific needs of unduplicated pupils. With this support, early school experiences lead to increased Social Emotional health and academic achievement. After an analysis of our unduplicated pupil data, there is a need to increase staff that provides specialized support for our earliest learners in order to more effectively set a foundation for our students' ongoing learning opportunities and increased proficiency in all academic areas. This service should result in improved local and state assessments scores for students in preschool and K. Early learning support will increase through health and wellness.	$54,930.00	No
4.4	SIA Attendance Intervention Program	Centralized information platform called Attention2 Attendance that monitors student attendance and provides real time data to provide regular input with decision-making processes; offers early warning and interventions, promotes increased learning time for all students. After an analysis of our unduplicated pupil data, as well as data found on the California Dashboard, it is evident that a more robust system of attendance tracking and intervention is needed in the district. Site administrators need support for real time data in the area of attendance and interventions. This service should result in improve attendance rates, translating into improved local and state assessments scores, Reclassification rates, A-G eligibility, College and Career readiness, and site-based performance data. Increase stakeholder engagement, community and parent participation.	$36,900.00	Yes
4.5	Social Worker for Secondary Schools	A school social worker to play a vital role in meeting the diverse needs of students by providing comprehensive support to enhance their academic, social, and emotional well-being. He/She will offer individual and group counseling to address personal challenges such as family issues, mental health concerns, and peer relationships, fostering a supportive environment conducive to learning. The school social worker will collaborate with teachers, administrators, and families to develop intervention plans and support strategies tailored to each student's needs. He/She will also connect students with community resources and services, including mental health agencies, housing assistance, and substance abuse programs, to ensure holistic support beyond the school walls. Additionally, the school social worker will play a crucial role in crisis	$111,538.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention, providing immediate support and resources to students experiencing emergencies or traumatic events.		
4.6	Wellness Spaces	Wellness spaces in schools will serve as invaluable sanctuaries for students, offering a dedicated environment for relaxation, reflection, and support. These spaces are carefully designed to promote mental health and social-emotional regulation by providing resources such as mindfulness activities, stress-relief techniques, and counseling support. By offering a tranquil and safe haven within the school environment, wellness spaces empower students to manage stress, anxiety, and other emotional challenges effectively. Additionally, they foster a sense of belonging and community, encouraging students to seek help and support from peers and trusted adults.	$45,000.00	No
4.7	Behavior Specialists	Trained and credentialed behavior specialists play a pivotal role in behavior regulation and support for students by providing targeted interventions and strategies to address challenging behaviors. They assess students' individual needs, collaborate with teachers and parents to develop personalized behavior plans, and implement evidence-based techniques to promote positive behavior change. Behavior specialists also offer ongoing support and training to educators and staff, equipping them with the tools and knowledge to effectively manage behavior in the classroom. Through their expertise and guidance, behavior specialists help create a supportive and inclusive learning environment where all students can thrive academically and socially.	$115,032.00	Yes
4.8	Panorama and California Healthy Kids Surveys	School climate surveys play a crucial role in helping schools meet the needs of students, parents, and teachers by providing valuable insights into the overall atmosphere and culture of the school community. These surveys allow stakeholders to voice their opinions, concerns, and suggestions regarding various aspects of the school environment, including safety, inclusivity, and academic support. By gathering feedback from students, parents, and teachers, schools can identify areas of strength and areas for improvement, leading to targeted interventions and initiatives to enhance the overall school climate. Additionally, school	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		climate surveys promote transparency and accountability, fostering trust and collaboration among all members of the school community in working towards a shared goal of creating a positive and supportive learning environment.		
4.9	PBIS Tier I and Tier II Supports	Positive Behavior Interventions and Supports (PBIS) promote a proactive and inclusive approach to behavior management. PBIS fosters a positive school climate through the establishment of clear behavioral expectations and the reinforcement of positive behaviors. By implementing consistent and evidence-based strategies, PBIS helps reduce disciplinary incidents, improve student behavior, and create a safe and supportive learning environment for all students. Moreover, PBIS encourages collaboration among students, teachers, and administrators, fostering a sense of ownership and responsibility for maintaining a positive school culture. PBIS contributes to improved academic outcomes, increased student engagement, and enhanced overall well-being in all BOUSD schools.	$50,000.00	No
4.10	Social Emotional Learning Supports	Resources to advance the following initiatives across the district: SEL curriculum and instruction, Counseling and mental health services, peer support programs, restorative practices, SEL: focused professional development, Culture building activities. These SEL supports benefit students by fostering emotional intelligence, resilience, and positive social relationships, which in turn enhance academic success and overall well-being.	$10,000.00	No
4.11	Drug and Alcohol Prevention	Drug and alcohol prevention programs in upper elementary and secondary schools to offer critical education and support to students, equipping them with the knowledge and skills to make healthy choices and resist substance use. Programs will offer age-appropriate information about the risks and consequences of drug and alcohol use, empowering students to make informed decisions and develop resistance strategies. They also promote positive peer norms and social support networks, fostering a school culture where substance-free lifestyles are valued and celebrated. Moreover, these programs often involve collaboration with parents, community organizations, and law enforcement, creating a comprehensive	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		approach to prevention that addresses multiple influences on students' behavior.		
4.12	Health Assistants at all Elementary and Secondary Sites	School health assistants providing invaluable support to schools by ensuring the well-being and safety of students. These professionals administer first aid, medication, and basic healthcare services, promptly addressing student health concerns and injuries. By assisting students with chronic health conditions, managing medication schedules, and monitoring vital signs, school health assistants help create a conducive learning environment where students can focus on their academic pursuits without health-related interruptions. Additionally, they collaborate with school nurses, teachers, and parents to promote health education and preventive care initiatives, contributing to the overall health and wellness of the school community.	$350,133.00	No
4.13	Program Specialist	The program specialist position is responsible for supporting the professional growth of special education teachers and staff. This role involves providing expertise in instructional strategies, curriculum development, and best practices to enhance the educational experiences and outcomes for students with special needs. The program specialist will collaborate with teachers, administrators, and other educational partners to ensure compliance with Individualized Education Programs (IEPs) and foster an inclusive learning environment. Our program interventionist also further supports the design of, and deliverance of, professional development sessions focused on effective instructional strategies, behavior management, and inclusive practices. In addition, the program interventionist will help in mentoring and supporting special education teachers through observation, feedback, and coaching cycles, collaborating with teachers to develop and implement differentiated instruction tailored to diverse learning needs.	$153,103.00	No
4.14	Maintenance of Facilities	Maintaining school facilities is essential for promoting academic success as it creates a conducive environment for learning. Well-maintained facilities provide students with safe, comfortable, and functional spaces that support their educational experience. Upkeep of facilities enhances	$3,072,043.00	No

Action #	Title	Description	Total Funds	Contributing
		student morale, pride, and motivation, fostering a positive school climate conducive to academic achievement. Moreover, clean and well-equipped facilities contribute to a sense of respect and value for education, encouraging students to take ownership of their learning environment. Overall, investing in the maintenance of school facilities is an investment in the academic success and well-being of students and staff alike.		
4.15	Staffing for Attendance Interventions	Staff monitor and address chronic absenteeism in schools by implementing systematic tracking systems to identify students with patterns of frequent absences. They collaborate with teachers, counselors, and parents to understand the underlying reasons for absenteeism and develop targeted interventions and support plans. These may include mentoring programs, family engagement initiatives, and access to resources such as transportation or healthcare services, ultimately aiming to improve student attendance and engagement in learning.	$63,252.00	Yes
4.16	Futures Academy Support (Aides to support BCHS and BJHS Futures Program)	Futures provides individualized support and interventions, so as to address the unique challenges faced by students with emotional disturbances, fostering a sense of belonging and acceptance. Through small class sizes, targeted therapeutic approaches, and trained support staff, this program creates a supportive learning environment where students feel understood and valued. Additionally, this specialized program incorporates social-emotional learning strategies and coping skills training, equipping students with the tools to regulate their emotions and navigate social interactions effectively.	$137,780.00	No
4.17	Infrastructure Improvements to Enhance School Safety	Improvements in infrastructure on school campuses play a crucial role in enhancing the overall security and safety of the campus. Considerations will be given to upgrades such as installing security cameras, implementing access control systems, and improving lighting so as to contribute to a more secure environment by deterring potential threats and facilitating quick response in case of emergencies. Additionally, enhancements like perimeter fencing and designated entry points will be put into place to regulate access to the campus, reducing the risk of unauthorized individuals entering the premises. Moreover, infrastructure improvements	$3,250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		may include measures to enhance emergency preparedness, such as installing emergency communication systems and creating designated safe zones.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,523,847.00	$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
5.440%	1.043%	$669,069.87	6.483%

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:** Six Elementary Reading Specialists **Need:** Based on the California Dashboard the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. Extra time and support provided by professionals with reading intervention expertise using research based reading support platforms has also been used in the district previously and has been shown to be effective in iReady diagnostic data. The district believes this action meets this need because reading intervention provided by reading specialists has been shown to be effective in	1.2, 1.4

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
	performance of Foster Youth is not currently available) compared to all students (29.3 points above standard).This need is evident throughout the district which is why it is a schoolwide action at all elementary schools. **Scope:** Schoolwide	improving ELA and reading scores. According to Dr. Timothy Shanahan, a professor emeritus at the University of Illinois at Chicago and an expert in literacy education, has highlighted the effectiveness of pull-out reading support. He states that targeted interventions by trained personnel, such as reading specialists, can significantly improve reading skills in struggling readers (Source: Shanahan, Timothy. "The Effectiveness of Pull-Out Reading Programs.")	
1.3	**Action:** College Career Guidance NOCROP Counselor Support **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and Career Readiness data of subgroups at Brea Canyon High School (All Students, SED). This need is evident at the secondary level and is therefore schoolwide. **Scope:** Schoolwide	This action is directed at our unduplicated student due to the gap that exists between some of our significant subgroups and all students. The district currently utilizes staff to support college/career readiness, and this has improved A-G completion rates and increased enrollment and completion of CTE pathways. According to McKillip, Rawls, and Barry (2012), the support of college/career counselors specifically benefit underserved students by providing essential resources and support related to post-secondary options, application procedures, financial aid, and scholarship opportunities. Furthermore, district should work to reduce the student-to-counselor ratio in order to provide more personalized attention and support. This action will provide an opportunity for staff to provide specific resources, supports, and interventions to address the unique needs of unduplicated students. (Source: McKillip, M. E. M., Rawls, A., & Barry, C. (2012). Improving college access: A review of research on the role of high school counselors. Professional School Counseling, 16(1), 49-58.)	1.6, 1.7
1.9	**Action:** Certificated PE Staff Salary and Benefits	This action is directed at our unduplicated student due to the gap that exists between some of our	Starting in the 24-25 school year, we will take

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on 22-23 CAASPP data for grades 3-6 in English Language Arts and Math, the district's unduplicated students are underperforming compared to all students. 22-23 CAASPP 3rd Grade Meet/Exceed Standard (ELA/Math): All Students- 59.87% / 72.02% SED- 40.3% / 55.46% EL- 20.37% / 46.29% Due to the limited sample size, data on the performance of Foster Youth is currently not available. 22-23 CAASPP 4th Grade Meet/Exceed Standard (ELA/Math): All Students- 60.05% / 66.29% SED- 39.82% / 46.43% EL- 20.40% / 34.00% Due to the limited sample size, data on the performance of Foster Youth is currently not available. 22-23 CAASPP 5th Grade Meet/Exceed Standard (ELA/Math): All Students- 68.18% / 55.15% SED- 68.18% / 55.15% EL- 25.00% / 22.91% Due to the limited sample size, data on the performance of Foster Youth is currently not available. 22-23 CAASPP 6th Grade Meet/Exceed Standard (ELA/Math):	significant subgroups and all students. The designated elementary PE program allows students to learn about physical wellness and nutrition during the school day. According to Christensen (2015), elementary PE programs improve physical fitness, increased activity levels, enhanced academic performance, and leads to long-term health benefits. Under-served student populations often have limited access to recreational facilities and organized sports outside of school. They have been found to benefit from elementary PE programs due to an increase in access to organized opportunities for physical activity. In order to support the development of unduplicated students, elementary PE is offered at all elementary sites. (Source: The Impact of a Quality Physical Education Program on Students' Health-Related Fitness by Carol M. Christensen)	data on unduplicated student performance on the PFT.

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
	All Students- 66.35% / 58.55% SED- 44.79% / 29.48% EL- 21.21% / 25.00% Due to the limited sample size, data on the performance of Foster Youth is currently not available. The need is evident throughout all elementary grades and is therefore a schoolwide action at all elementary sites. **Scope:** Schoolwide		
1.11	**Action:** Two Certificated Professional Development Days (Full Day) **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard).	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The district utilizes various forms of data, formative and summative, to identify areas of need and develops professional development opportunities to support staff working with students. According to Darling-Hammond, Hyler, and Gardner (2017), high-quality professional development is essential to educational improvements for students, specifically when staff are better prepared to address the unique needs of unduplicated pupils (Source: "Effective Teacher Professional Development" by Darling-Hammond, L., Hyler, M.E., and Gardner, M.)	1.1,1.2, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. **Scope:** LEA-wide		
1.14	**Action:** Extended Learning/Tutoring **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. Each school site is allocated funds to implement extended learning opportunities/tutoring to target unduplicated and struggling students. According to Lauer et al., (2006), at-promise students who have participated in "out-of-school-time" learning opportunities demonstrated improvements in reading and math when compared to their non-participating peers. Additionally, providing learning	1.2, 1.3, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance of Foster Youth is currently not available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is currently not available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This needs is responsive to the ELA and/or Math performance of subgroups at the following schools: Country Hills Elementary (SWD), Brea Junior High School (SWD), Brea Olinda High School (SWD); Laurel Elementary (SWD). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12.	opportunities "out-of-school-time" has been identified as an effective strategy for closing the achievement gap when the programs are designed utilizing high-impact instructional strategies specific to the unique needs of unduplicated students. (Source: Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2006). "Out-of-School-Time Programs: A Meta-Analysis of Effects for At-Risk Students." Review of Educational Research, 76(2), 275-313.)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.15	**Action:** Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS) **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and Career Readiness data of subgroups at Brea Canyon High School (All Students, SED). Based upon the California Dashboard, Brea Olinda High School's unduplicated students are significantly underperforming in ELA (Socioeconomically Disadvantaged 5.3 points below standard, English Learners 76 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (32.9 points above standard), and in Math (Socioeconomically Disadvantaged 65.8 points below standard, English Learners 100.6 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The AVID program supports unduplicated students in the development of 21st century skills and supports college/career readiness through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor). According to Bernhardt (2013), the AVID program has been found to significantly increase college/career readiness for under-served student populations by increasing access to rigorous courses, improving organization and study skills, and engaging in college preparatory activities. Bernhardt found that implementation of AVID develops a college-going school culture and supports with closing the achievement gap. (Source: Bernhardt, P. E. (2013). "The Advancement Via Individual Determination (AVID) Program and Its Impact on Student Achievement")	1.2, 1.5, 1.6, 1.7

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
	available) compared to all students in Math (22.8 points below standard). This need is evident across the school and is therefore a schoolwide action. **Scope:** Schoolwide		
1.16	**Action:** Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS) **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and Career Readiness data of subgroups at Brea Canyon High School (All Students, SED). Based upon the California Dashboard, Brea Junior High School's unduplicated students are significantly underperforming in ELA (Socioeconomically Disadvantaged 31.7 points below standard, English Learners 47.3 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The AVID program supports unduplicated students in the development of 21st century skills and supports college/career readiness through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor). According to Bernhardt (2013), the AVID program has been found to significantly increase college/career readiness for under-served student populations by increasing access to rigorous courses, improving organization and study skills, and engaging in college preparatory activities. Bernhardt found that implementation of AVID develops a college-going school culture and supports with closing the achievement gap. (Source: Bernhardt, P. E. (2013). "The Advancement Via Individual Determination (AVID) Program and Its Impact on Student Achievement")	1.2, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students in ELA (26 points above standard), and in Math (Socioeconomically Disadvantaged 48.6 points below standard, English Learners 66.4 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (16.1 points above standard). This need is evident across the school and is therefore a schoolwide action. **Scope:** Schoolwide		
1.17	**Action:** Advancement via Individual Determination (AVID) for Arovista Elementary **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and Career Readiness data of subgroups at Brea Canyon High School (All Students, SED). Based upon the California Dashboard, Arovista's unduplicated students are	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The AVID program supports unduplicated students in the development of 21st century skills and supports college/career readiness through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor). According to Bernhardt (2013), the AVID program has been found to significantly increase college/career readiness for under-served student populations by increasing access to rigorous courses, improving organization and study skills, and engaging in college preparatory activities. Bernhardt found that implementation of AVID develops a college-going school culture and supports with closing the achievement gap. (Source: Bernhardt, P. E. (2013). "The Advancement Via Individual Determination (AVID) Program and Its Impact on Student Achievement")	1.2, 1.5, 1.6, 1.7

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
	significantly underperforming in ELA (Socioeconomically Disadvantaged 31.9 points below standard, English Learners 75.8 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (1.3 points above standard), and in Math (Socioeconomically Disadvantaged 51.7 points below standard, English Learners 91.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (6.2 points below standard). This need is evident across the school and is therefore a schoolwide action. **Scope:** Schoolwide		
1.18	**Action:** AVID Tutors for BOHS and BJHS **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6% prepared, English Learners 28.6% prepared; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students (51.3% prepared). This needs is responsive to the College and Career Readiness data of	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The AVID program supports unduplicated students in the development of 21st century skills and supports college/career readiness through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor). According to Bernhardt (2013), the AVID program has been found to significantly increase college/career readiness for under-served student populations by increasing access to rigorous courses, improving organization and study skills, and engaging in college preparatory activities. Bernhardt found that implementation of AVID develops a college-going	1.2, 1.5, 1.6, 1.7

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
	subgroups at Brea Canyon High School (All Students, SED). Based upon the California Dashboard, Brea Olinda High School's unduplicated students are significantly underperforming in ELA (Socioeconomically Disadvantaged 5.3 points below standard, English Learners 76 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (32.9 points above standard), and in Math (Socioeconomically Disadvantaged 65.8 points below standard, English Learners 100.6 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (22.8 points below standard). Based upon the California Dashboard, Brea Junior High School's unduplicated students are significantly underperforming in ELA (Socioeconomically Disadvantaged 31.7 points below standard, English Learners 47.3 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (26 points above standard), and in Math (Socioeconomically Disadvantaged 48.6 points below standard, English Learners 66.4 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (16.1 points above standard). This need is	school culture and supports with closing the achievement gap. (Source: Bernhardt, P. E. (2013). "The Advancement Via Individual Determination (AVID) Program and Its Impact on Student Achievement")	

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
	evident across the school and is therefore a schoolwide action. This need is evident at the secondary level and is therefore schoolwide at BOHS and BJH. **Scope:** Schoolwide		
1.27	**Action:** Dual Language Immersion program at Arovista Elementary **Need:** Based upon the California Dashboard, Arovista's unduplicated students are significantly underperforming in ELA (Socioeconomically Disadvantaged 31.9 points below standard, English Learners 75.8 points below standards; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in ELA (1.3 points above standard), and in Math (Socioeconomically Disadvantaged 51.7 points below standard, English Learners 91.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all students in Math (6.2 points below standard). This need is evident across the school and is therefore a school-wide action. **Scope:**	This action is directed to our unduplicated students as an effort to increase academic achievement, close the achievement gap, promote bilingualism and bi-literacy, and increase cultural competency. According to Lindholm-Leary (2012), dual language immersion programs have potential to improve academic outcomes for English Learners in both English and their second language. Additionally, the use of intentional, high-impact instructional strategies in the target language and English supports meeting the diverse needs of underserved students. (Source: Lindholm-Leary, K. J. (2012). "Success and challenges in dual language education." Theory Into Practice, 51(4), 256-262.)	1.2, Starting in the 2024-2025 school year, we will analyze data from the California Spanish Assessment and CAASPP for unduplicated students.

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
	Schoolwide		
1.31	**Action:** AP Reimbursements **Need:** Based upon the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career Preparedness indicator (Socioeconomically Disadvantaged 31.6% prepared, Students with Disabilities 14.3% prepared, Hispanic 32.6% prepared, English Learners 28.6% prepared) compared to all students (51.3% prepared.) This need is evident at the secondary level and is therefore an action to support high school students. **Scope:** Schoolwide	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The district is committed to support access to AP exams for unduplicated students by covering the financial cost of the exams. According to Koluri (2018), there is a need to expand AP access to a more diverse student population, including the importance of covering the financial cost of AP exams in order mitigate barriers faced by unduplicated students. (Source: "Advanced Placement: The Dual Challenge of Equal Access and Effectiveness" Suneal Kolluri)	1.8
1.34	**Action:** iReady **Need:** Based upon 23-24 iReady Diagnostic #3 data, the district's unduplicated students are significantly underperforming in Reading (Socioeconomically Disadvantaged 55% At/Above Grade Level, English Learner 29% At/Above Grade Level, Foster Youth 42% At/Above Grade Level) and Math (Socioeconomically Disadvantaged 50% At/Above Grade Level, English Learner 35% At/Above Grade Level, Foster Youth 27%	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The implementation of 3 iReady diagnostics in Reading and Math throughout the school year provides teachers with actionable student achievement data and develops a personalized learning plan for each student to engage with. According to Csapo and Monlar (2019), diagnostic assessments support the personalization of learning, specifically meeting the unique needs of students. Additionally, this data can be utilized as valuable feedback for students and families. (Source: Online Diagnostic Assessment in Support of	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	At/Above Grade Level) compared to all students (Reading 68% and Math 64%). This need is evident throughout the district K-8 and is therefore a schoolwide action at all six elementary schools, the junior high school, and the online academy. **Scope:** Schoolwide	Personalized Teaching and Learing: The eDia System B. Csapo & G. Molnar 2019)	
1.36	**Action:** Fontas and Pinnell Reading Intervention System **Need:** Based on the California Dashboard the district's unduplicated students are significantly underperforming in English Language Arts (Socio Economically Disadvantaged Students 16.2 points below standard, English Learners 13.4 points below standard; Due to the limited samples size, data on the performance of Foster Youth is not currently available) compared to all students (29.3 points above or below standard). This need is evident throughout the district which is why it is a schoolwide action at all elementary schools. **Scope:** Schoolwide	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. Extra time and support provided by professionals with reading intervention expertise using research based reading support platforms has also been used in the district previously and has been shown to be effective in iReady diagnostic data. The district believes this action meets this need because reading intervention provided by reading specialists has been shown to be effective in improving ELA and reading scores. According to Dr. Timothy Shanahan, a professor emeritus at the University of Illinois at Chicago and an expert in literacy education, has highlighted the effectiveness of pull-out reading support. He states that targeted interventions by trained personnel, such as reading specialists, can significantly improve reading skills in struggling readers (Source: Shanahan, Timothy. "The Effectiveness of Pull-Out Reading Programs.")	1.2, 1.4
1.37	**Action:** UFLI Reading Program	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. Extra time	1.2, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the California Dashboard the district's unduplicated students are significantly underperforming in English Language Arts (Socio Economically Disadvantaged Students 16.2 points below standard, English Learners 13.4 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (29.3 points above or below standard). This need is evident throughout the district which is why it is a schoolwide action at all elementary schools. **Scope:** Schoolwide	and support provided by professionals with reading intervention expertise using research based reading support platforms has also been used in the district previously and has been shown to be effective in iReady diagnostic data. The district believes this action meets this need because reading intervention provided by reading specialists has been shown to be effective in improving ELA and reading scores. According to Dr. Timothy Shanahan, a professor emeritus at the University of Illinois at Chicago and an expert in literacy education, has highlighted the effectiveness of pull-out reading support. He states that targeted interventions by trained personnel, such as reading specialists, can significantly improve reading skills in struggling readers (Source: Shanahan, Timothy. "The Effectiveness of Pull-Out Reading Programs.")	
1.39	**Action:** Hegerty Reading Program **Need:** Based on the California Dashboard the district's unduplicated students are significantly underperforming in English Language Arts (Socio Economically Disadvantaged Students 16.2 points below standard, English Learners 13.4 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (29.3 points above or below standard). This need is evident throughout the district, therefore making it an LEA-wide action.	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. Extra time and support provided by professionals with reading intervention expertise using research based reading support platforms has also been used in the district previously and has been shown to be effective in iReady diagnostic data. The district believes this action meets this need because reading intervention provided by reading specialists has been shown to be effective in improving ELA and reading scores. According to Dr. Timothy Shanahan, a professor emeritus at the University of Illinois at Chicago and an expert in literacy education, has highlighted the effectiveness of pull-out reading support. He states that targeted interventions by trained personnel, such as reading specialists, can significantly	1.2, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	improve reading skills in struggling readers (Source: Shanahan, Timothy. "The Effectiveness of Pull-Out Reading Programs.")	
2.3	**Action:** Junior High Intervention Counselor and High School Interventions/CTE Counselor (BOHS) **Need:** Based on CAASPP data, the district's unduplicated students at the junior high level are significantly underperforming ELA Performance (Socioeconomically Disadvantaged 40.39% Meet/Exceed Standards, English Learners 3.70% Meet/Exceed Standards; of ELs met or exceeded standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (62.11% Meet/Exceeded Standards) and Mathematics performance (Socioeconomically Disadvantaged 40.39% Meet/Exceed Standard, English Learners 11.11% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all student (56.14% Meet/Exceeded Standards). Based on CAASPP data, the district's unduplicated students at Brea Olinda High School are significantly underperforming ELA Performance (Socioeconomically Disadvantaged 59.37% Meet/Exceed Standards, English Learners 7.14% Meet/Exceed Standards; of ELs met or exceeded standard; Due to the limited sample	This action is directed at our unduplicated students due at the junior high school to address poor academic performance and issues that contribute to social and emotional distress. The intervention counselor will provide middle school students with academic and behavioral issues by providing personalized guidance and interventions tailored to each student's needs. This person will work closely with students to develop effective study habits, time management skills, and coping strategies for managing stress. According to numerous studies the presence of school counselors is associated with significant improvements in student academic performance, behavior, and social-emotional well-being. (Source: Carey, J. C., & Dimmitt, C. (2012). School Counseling and Student Outcomes: Summary of Six Statewide Studies. Professional School Counseling, 16(2), 146-153; Brigman, G., & Campbell, C. (2003). Helping Students Improve Academic Achievement and School Success Behavior. Professional School Counseling, 7(2), 91-98). This Action is being provided to junior high students which is why it is offered at specific schools.	2.2, 2.3, 2.4

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
	size, data on the performance of Foster Youth is not currently available.) compared to all students (64.95% Meet/Exceeded Standards) and Mathematics performance (Socioeconomically Disadvantaged 32.29% Meet/Exceed Standard, English Learners 14.29% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available) compared to all student (44.33% Meet/Exceeded Standards).

Additionally, chronic absenteeism is an are of concern for BOUSD (All Students 15.6%, Socioeconomically Disadvantaged 24.2%, English Learners 18.6%) and Brea Junior High (Socioeconomically Disadvantaged 24.5%, English Learners 26.6%.

This is a need identified at both the junior high and high school levels and is therefore an action that is school-wide at both locations.

Scope:
  Schoolwide | | |
| **2.4** | **Action:**
Parent Engagement Activities

Need:
Based on the 23-24 LCAP Survey, there is a need to address engagement with families and parent participation (10% of Parents/Guardians responded Somewhat Disagree or Strongly Disagree to the | This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The district currently holds Parent Education Webinars throughout the school year, and sites hold their own specific family engagement activities. According to Boonk et al. (2018), there is a positive impact of parent/guardian involvement across demographic groups; however, the | 2.6 |

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
	statement "Building feels welcoming to students and families" and 15% of Parents/Guardians responded Somewhat Disagree or Strongly Disagree to the statement "Building encourages parent participation").While the level of agreement/disagreement with these statements differs by school site, all schools had participants who indicated dissatisfaction, therefore making it an LEA-wide action. Based on the California Dashboard, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and	strongest impact is with younger students and unduplicated pupils. Parent/guardian involvement is essential to the promotion of academic success and schools should prioritize various forms of family engagement. (Source: Boonk, L., Gijselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). "A Review of the Relationship Between Parental Involvement Indicators and Academic Achievement," Educational Research Review, 24, 10-30.)	

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
	Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. **Scope:** LEA-wide		
2.5	**Action:** At-Risk Counselor BCHS **Need:** Based on the California Dashboard, Brea Canyon High School's unduplicated students are experiencing increased rates of suspension (Socioeconomically Disadvantaged 1.7%) compared to all students (0.9%). Additionally, the California Dashboard indicates a need for action at BCHS in the area of College/Career Readiness for unduplicated pupils (SED). Based on CAASPP data, Brea Canyon High School's unduplicated students are under performing in ELA (Socioeconomically Disadvantaged 31.58% Meet/Exceed Standard; Due to the limited sample size, data on the performance of English Learners and	This action is directed at our unduplicated students due at the BCHS to address poor academic performance and issues that contribute to social and emotional distress. The intervention counselor will provide personalized guidance and interventions tailored to each student's needs. This person will work closely with students to develop effective study habits, time management skills, and coping strategies for managing stress. According to numerous studies the presence of school counselors is associated with significant improvements in student academic performance, behavior, and social-emotional well-being. (Source: Carey, J. C., & Dimmitt, C. (2012). School Counseling and Student Outcomes: Summary of Six Statewide Studies. Professional School Counseling, 16(2), 146-153; Brigman, G., & Campbell, C. (2003). Helping Students Improve Academic Achievement and School Success Behavior. Professional School Counseling, 7(2),	2.2, 2.3, 2.4

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
	Foster Youth are currently not available.) compared to all students (36.84% Meet/Exceed Standard) and in Math (Socioeconomically Disadvantaged 0.00% Meet/Exceed Standard; Due to the limited sample size, data on the performance of English Learners and Foster Youth are currently not available.) compared to all students (5.26% Meet/Exceed Standard) Data on the California Healthy Kids Survey for secondary students also indicates that our UPP students are more likely to experience depression and anxiety that can impact their academic performance. This action will also assist the district in supporting the college and career aspirations of low income students at Brea Canyon High School. **Scope:** Schoolwide	91-98). This Action is being provided to continuation school students which is why it is offered at specific schools.	
2.8	**Action:** Elementary Attendance Clerks: Salary and Benefits **Need:** Based on the California Dashboard the district's unduplicated students are more likely to be chronically absent from school (Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.)	Attendance clerks monitor student attendance records, identify patterns of frequent absences, communicate with parents and guardians, offer support and resources to improve attendance, collaborate with teachers, counselors, and administrators to develop and implement intervention strategies. Research supports the use of personnel specifically tasked to address chronic absenteeism in schools as a Tier I and Tier II intervention (Source: Annenberg Institute at Brown University. (n.d.). EdResearch for Recovery: Attendance Interventions. Retrieved from	2.4

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
	compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites. Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9% SED- 20.9% Falcon Academy of Science and Technology: SED- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% This need is identified across the district K-6, therefore resulting in a school-wide action at the elementary level. **Scope:** Schoolwide	https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf)	
2.9	**Action:**	Early intervention such as these monitoring systems and programs can identify signs of	2.2, 2.3, 2.4

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
	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students **Need:** Data from the 2022-2023 and 2023-2024 California Healthy Kids Survey indicate that the district's unduplicated pupils may be more prone to harmful behaviors such as cyberbullying, self-harm, or exposure to inappropriate content. **Scope:** LEA-wide	distress or risky behavior, allowing our teachers and counselors to provide timely support and resources. Digital safety programs and software supports student mental health and provides school and student safety measures. Research supports the activities of schools to mitigate harm to students through the use of digital tools (Source: U.S. Department of Health and Human Services. "Digital Citizenship Skills." StopBullying.gov, 27 June 2023, https://www.stopbullying.gov/resources/research-resources/digital-citizenship-skills)	
2.14	**Action:** SI&A Attendance Monitoring Platform: SchoolStatus **Need:** Based on the California Dashboard the district's unduplicated students are more likely to be chronically absent from school (Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites.	The SchoolStatus attendance monitoring platform monitors student attendance and provides real time attendance data for school and district personnel to review in order to spot trends for tardiness and truancy so that we can take action before absenteeism becomes chronic. This service should result in improved attendance rates, which translates to increased learning time. (Source: Annenberg Institute at Brown University. (n.d.). EdResearch for Recovery: Attendance Interventions. Retrieved from https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf)	2.4

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
	Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9% SED- 20.9% Falcon Academy of Science and Technology: SED- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% **Scope:** LEA-wide		
3.2	**Action:** New Technology Purchases **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard;	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The district is committed to increasing the meaningful use of technology in the classroom to support and enhance student learning and meet the diverse needs of all students, specifically unduplicated students. According to Darling-Hammond, Zielezinski, and Goldman (2014), when implemented with support, technology can be leveraged to improve the educational experiences and achievement of underserved students through the personalization of learning, increased engagement and motivation, and access to resources. (Source: "Using Technology to Support	3.2, 3.3, 3.10, 3.11, 3.13, 3.14

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
	Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. **Scope:** LEA-wide	At-Risk Students' Learning" by Darling-Hammond, Zielezinski, and Goldman)	
3.4	**Action:** Computer Technicians and Network Specialists **Need:**	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The district is committed to increasing the meaningful use of technology in the classroom to support and enhance student learning and meet the diverse	3.2, 3.3, 3.13

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
	Based on the California Dashboard, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12.	needs of all students, specifically unduplicated students. According to Darling-Hammond, Zielezinski, and Goldman (2014), when implemented with support, technology can be leveraged to improve the educational experiences and achievement of underserved students through the personalization of learning, increased engagement and motivation, and access to resources. (Source: "Using Technology to Support At-Risk Students' Learning" by Darling-Hammond, Zielezinski, and Goldman)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	**Action:** Elementary Media Technicians **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The district is committed to increasing the meaningful use of technology in the classroom to support and enhance student learning and meet the diverse needs of all students, specifically unduplicated students. According to Darling-Hammond, Zielezinski, and Goldman (2014), when implemented with support, technology can be leveraged to improve the educational experiences and achievement of underserved students through the personalization of learning, increased engagement and motivation, and access to resources. (Source: "Using Technology to Support At-Risk Students' Learning" by Darling-Hammond, Zielezinski, and Goldman)	3.2, 3.3, 3.13

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
	Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. **Scope:** LEA-wide		
3.7	**Action:** APEX Licenses **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared). This need is evident at the secondary level and is therefore schoolwide. This need is responsive to the College and Career indicator performance of Brea Canyon High School subgroup (SED). Additionally, the district's unduplicated students are significantly underperforming in English Language Arts (Socioeconomically Disadvantaged 16.2 points below standard, English Learners 20.3 points below standard; Due to the limited sample size, data on the	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The district utilizes APEX in order to provide opportunities for underperforming students, specifically unduplicated students, to recover credits towards graduation. According to Powell, Roberts and Parick (2015), online programs for credit recovery provide students with flexibility and personalized learning opportunities that are essential to supporting at-promise students recover credits towards graduation. If implemented with fidelity, online credit recovery programs can significantly benefit unduplicated students. (Source: "Using Online Learning for Credit Recovery: Getting Back on Track to Graduation" by Allison Powell, Victoria Roberts & Susan Patrick, 2015)	3.3, 3.4, 3.6, 3.7

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
	performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 40.6 points below standard, English Learners 30.3 points below standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 29.3 points above standard an Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; ; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. **Scope:** LEA-wide		
3.8	**Action:** Independent Studies Program	This action is directed at our unduplicated students due to the gap that exists between some of our	3.3,3.4, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared). This need is evident at the secondary level and is therefore schoolwide. This need is responsive to the College and Career indicator performance of Brea Canyon High School subgroup (SED). Additionally, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; ; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. **Scope:**	significant subgroups and all students. The district utilizes APEX in order to provide opportunities for underperforming students, specifically unduplicated students, to recover credits towards graduation. According to Powell, Roberts and Parick (2015), online programs for credit recovery provide students with flexibility and personalized learning opportunities that are essential to supporting at-promise students recover credits towards graduation. If implemented with fidelity, online credit recovery programs can significantly benefit unduplicated students. (Source: "Using Online Learning for Credit Recovery: Getting Back on Track to Graduation" by Allison Powell, Victoria Roberts & Susan Patrick, 2015)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.10	**Action:** Instructional Materials for STEM/STEAM activities **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming on the CAST (Socioeconomically Disadvantaged 29.43% Meet/Exceed Standard, Students with Disabilities 11.59% Meet/Exceed Standard, Hispanic 31.45% Meet/Exceed Standard, English Learners 9.38% Meet/Exceed Standard, African American 12.50% Meet/Exceed Standard) compared to all students (47.08% Meet/Exceed Standard). This n need is evident throughout the district and is therefore an LEA-wide action. **Scope:** LEA-wide	This action is directed at our unduplicated students due tot he gap that exists between some of our significant subgroups and all students. Hands-on learning experiences rooted in the Next Generation Science Standards (NGSS) provide students with learning engaging learning experiences rooted in 21st century learning skills. According to Jackson et al. (2021), STEM learning increases student engagement and has a positive impact on student achievement for underserved student populations. Historically, these groups have been excluded from STEM engagement and careers, and it is imperative that these students have access to these learning experiences. (Source: Equity-Oriented Conceptual Framework for K-12 STEM Literacy, 2021)	3.4
3.12	**Action:** Online Technology Tools (Edmentum Instructional Program) **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared).	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. A variety of technology-based learning tools are utilized by students to support academic growth. According to Zielezinski and Darling-Hammond (2016), underserved students benefit from the use of technology for learning through the flexibility of 1:1 devices, programs focused on interactions rooted in higher-level thinking, programs that integrate culturally-relevant practices, and provide	3.3,3.4, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This need is evident at the secondary level and is therefore schoolwide. This need is responsive to the College and Career indicator performance of Brea Canyon High School subgroup (SED). Additionally, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; ; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. **Scope:** LEA-wide	opportunities for them to facilitate and guide their own learning. (Source: Promising Practices: A Literature Review of Technology Use by Underserved Students by Zielezinski, M. B. & Darling-Hammond, L.)	
3.13	**Action:** Technology to Support the Core Instructional Program **Need:**	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. A variety of technology-based learning tools are utilized by students to support academic growth. According to Zielezinski and Darling-Hammond (2016),	3.3,3.4, 3.6, 3.7

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
	Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared). This need is evident at the secondary level and is therefore schoolwide. This need is responsive to the College and Career indicator performance of Brea Canyon High School subgroup (SED). Additionally, the 22-23 administration of CAASPP indicated the same data trends for English Language Arts (Socioeconomically Disadvantaged 43.83% Meet/Exceed Standard, English Learners 17.12% Meet/Exceed Standard; ; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) and Math (Socioeconomically Disadvantaged 36.17% Meet/Exceed Standard, English Learners 26.82% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (English Language Arts 62.96% Meet/Exceed Standard and Math 58.03% Meet/Exceed Standard). This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. **Scope:** LEA-wide	underserved students benefit from the use of technology for learning through the flexibility of 1:1 devices, programs focused on interactions rooted in higher-level thinking, programs that integrate culturally-relevant practices, and provide opportunities for them to facilitate and guide their own learning. (Source: Promising Practices: A Literature Review of Technology Use by Underserved Students by Zielezinski, M. B. & Darling-Hammond, L.)	

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
3.14	**Action:** Continued Expansion of Laurel Elementary Career Exploration and Innovation Programming **Need:** Based on the California Dashboard, the district's unduplicated students are significantly underperforming in the College/Career preparedness indicator (Socio Economically Disadvantaged Students 31.6%) compared to all students (51.3% prepared). This need is evident at the secondary level and is therefore schoolwide. This need is responsive to the College and Career indicator performance of Brea Canyon High School subgroup (SED). **Scope:** Schoolwide	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The career exploration program specifically educates students in careers related to the BOUSD Pathways and encourages students to explore career options beginning in Transitional Kindergarten. According to Oliveira and Araujo (2021), career exploration provides students with opportunities to learn about their own interests and career knowledge in order to provide more meaning to their learning. Additionally, early career education and exposure can positively influence academic motivation and achievement. (Source: Career exploration as a foundation for career developmental learning and academic success in childhood by Oliveira, I. M. & Araujo, A. M.)	3.7
3.15	**Action:** Continued Expansion of Falcon Academy Coding Programming **Need:** Based on the administration of CAASPP, the Falcon Academy's unduplicated students are significantly underperforming on the CAST (Socioeconomically Disadvantaged 30.77% Meet/Exceed Standard, English Learners 9.38% Meet/Exceed Standard; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (57.98%	This action is directed at our unduplicated students due tot he gap that exists between some of our significant subgroups and all students. Hands-on learning experiences rooted in the Next Generation Science Standards (NGSS) provide students with learning engaging learning experiences rooted in 21st century learning skills. According to Jackson et al. (2021), STEM learning increases student engagement and has a positive impact on student achievement for underserved student populations. Historically, these groups have been excluded from STEM engagement and careers, and it is imperative that these students have access to these learning experiences.	3.4, 3.5, 3.10

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
	Meet/Exceed Standard). This need results in a schoolwide action. **Scope:** Schoolwide	(Source: Equity-Oriented Conceptual Framework for K-12 STEM Literacy, 2021)	
4.1	**Action:** Elementary School Counselors **Need:** Based upon our internal records, the elementary counselors delivered 369 Tier I lessons and 1,230 individual student check ins. In 24-25 we will collect data specifically on how elementary counselors are supporting unduplicated pupils. Social emotional support and Tier I lessons are provided at all six elementary sites, therefore making this a schoolwide action at the elementary level. This need is evident throughout the district which is why it is LEA-wide to support students in grades K-12. **Scope:** Schoolwide	Social emotional support in the for of Tier I lessons, small group lessons, and individual check ins is a regular practice of the elementary counselor teams. These supports are developed in conjunction with the site administrators and teachers in order to meet the specific needs of students, specifically unduplicated students. According to Reback (2010), school-based mental health supports for children contributes to overall emotional wellbeing, improved behavior, and academic growth. This holistic approach specifically benefits underserved students. (Source: Reback, R. (2010). "Schools' Mental Health Services and Young Children's Emotions, Behavior, and Learning." Journal of Policy Analysis and Management, 29(4), 698-725.)	4.7, 4.8
4.2	**Action:** Brea Canyon High School Counselor **Need:** Based on the California Dashboard, Brea Canyon High School's unduplicated students are experiencing increased rates of	This action is directed at our unduplicated students due at the BCHS to address poor academic performance and issues that contribute to social and emotional distress. The intervention counselor will provide personalized guidance and interventions tailored to each student's needs. This person will work closely with students to develop	4.1, 4.2, 4.3, 4.8, 4.9

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
	suspension (Socioeconomically Disadvantaged 1.7%) compared to all students (0.9%). Additionally, the California Dashboard indicates a need for action at BCHS in the area of College/Career Readiness for unduplicated pupils (SED). Based on CAASPP data, Brea Canyon High School's unduplicated students are under performing in ELA (Socioeconomically Disadvantaged 31.58% Meet/Exceed Standard; Due to the limited sample size, data on the performance of English Learners and Foster Youth are currently not available.) compared to all students (36.84% Meet/Exceed Standard) and in Math (Socioeconomically Disadvantaged 0.00% Meet/Exceed Standard; Due to the limited sample size, data on the performance of English Learners and Foster Youth are currently not available.) compared to all students (5.26% Meet/Exceed Standard) Data on the California Healthy Kids Survey for secondary students also indicates that our UPP students are more likely to experience depression and anxiety that can impact their academic performance. This action will also assist the district in supporting the college and career aspirations of low income students at Brea Canyon High School. **Scope:** Schoolwide	effective study habits, time management skills, and coping strategies for managing stress. According to numerous studies the presence of school counselors is associated with significant improvements in student academic performance, behavior, and social-emotional well-being. (Source: Carey, J. C., & Dimmitt, C. (2012). School Counseling and Student Outcomes: Summary of Six Statewide Studies. Professional School Counseling, 16(2), 146-153; Brigman, G., & Campbell, C. (2003). Helping Students Improve Academic Achievement and School Success Behavior. Professional School Counseling, 7(2), 91-98). This Action is being provided to continuation school students which is why it is offered at specific schools.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.4	**Action:** SIA Attendance Intervention Program **Need:** Based on the California Dashboard the district's unduplicated students are more likely to be chronically absent from school (Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites. Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9% SED- 20.9% Falcon Academy of Science and Technology: SED- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5%	The SchoolStatus attendance monitoring platform monitors student attendance and provides real time attendance data for school and district personnel to review in order to spot trends for tardiness and truancy so that we can take action before absenteeism becomes chronic. This service should result in improved attendance rates, which translates to increased learning time. (Source: Annenberg Institute at Brown University. (n.d.). EdResearch for Recovery: Attendance Interventions. Retrieved from https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf)	4.1, 4.2, 4.3, 4.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.7	**Action:** Behavior Specialists **Need:** Based on the California Dashboard the district's unduplicated students are more likely to be chronically absent from school (Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites. Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9% SED- 20.9% Falcon Academy of Science and Technology:	This action is directed at our unduplicated students due to the gap that exists between some of our significant subgroups and all students. The district behavior specialists collaborate with site administration and staff to collect and review student data, develop interventions, and coach staff. According to Codding, Kromminga and Running (2019), behavioral interventions have both immediate and long-term educational benefits and there is a need for broader implementation at schools with unduplicated students. (Source: Codding, R. S., Kromminga, K. R., & Running, K. (2019). Behavioral interventions for academic performance: A summary of the literature. In S. G. Little & A. Akin-Little (Eds.), Behavioral interventions in schools: Evidence-based positive strategies (2nd ed., pp. 143–169). American Psychological Association. https://doi.org/10.1037/0000126-009)	4.1, 4.3, 4.4, 4.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% The 22-23 dropout rate was 6.7% and the California Dashboard indicated that the graduation rate for all students was 93.3%, while the subgroups were lower (Socioeconomically Disadvantaged 93%,) DataQuest indicates that the 22-23 suspension rate for unduplicated pupils (Socioeconomically Disadvantaged 3.8%, Foster Youth 16%, English Learner 4.3%) was higher than that of all students (2.1%). During the 22-23 school year 23 secondary suicide severity screenings were conducted. Starting in 24-25 the district will collect data on the number of screenings conducted for unduplicated students. This need is evident throughout the district, and is therefore an LEA-wide action. **Scope:** LEA-wide		
4.15	**Action:** Staffing for Attendance Interventions **Need:** Based on the California Dashboard the district's unduplicated students are more likely to be chronically absent from school	The SchoolStatus attendance monitoring platform monitors student attendance and provides real time attendance data for school and district personnel to review in order to spot trends for tardiness and truancy so that we can take action before absenteeism becomes chronic. This service should result in improved attendance rates, which	4.1

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
	(Socioeconomically Disadvantaged 24.2%, English Learners 18.6%; Due to the limited sample size, data on the performance of Foster Youth is not currently available.) compared to all students (14.4% chronically absent district wide). This Action will also assist the district in being responsive to chronic absenteeism rates of significant subgroups across the district (Socioeconomically Disadvantaged, English Learner, Foster Youth) and at specific school sites. Arovista Elementary: All Students- 25.4% EL- 32.3% SED- 35% Country Hills Elementary: All Students- 12.9% SED- 20.9% Falcon Academy of Science and Technology: SED- 22.1% Brea Junior High School: EL- 26.6% SED- 24.5% **Scope:** LEA-wide	translates to increased learning time. (Source: Annenberg Institute at Brown University. (n.d.). EdResearch for Recovery: Attendance Interventions. Retrieved from https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf)	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.19	**Action:** Designated and Integrated English Language Development (ELD) Training for Staff **Need:** Based upon the California Dashboard, the district's English Learner population is significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Learner students in English Language Arts (17.12% Met/Exceed Standard) and Mathematics (26.82% Met/Exceed Standard) compared to all students (English Language Arts 62.96% Met/Exceed Standard and Math 58.03% Met/Exceed Standard). This need is evident throughout the district which is why it is an LEA-wide action. This action will also help us serve our Long Term English Learners (LTEL's). **Scope:** Limited to Unduplicated Student Group(s)	This action is directed at our unduplicated students due to the achievement gap between English Learners and all students. The district utilizes Integrated and Designated English Language Development (ELD) K-12 to support English language acquisition for students identified as English Learners via the English Language Proficiency Assessments for California. According to Saunders and Goldenberg (2010), effective instruction for English Learners includes opportunities for language development and content learning. This includes providing designated time for language development in reading, writing, speaking, and listening in English as well as integrating language into content instruction. In order to support the implementation of Integrated and Designated ELD, on-going professional development is necessary to meet the specific needs of English Learners. (Source: Saunders, W. M., & Goldenberg, C. N. (2010). Research Summary: What Is Known about Effective Instruction for English Learners Californians Together.)	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.20	**Action:** Classroom Instructional Aide Paraprofessionals- English Learner Program **Need:** Based upon the California Dashboard, the district's English Learner population is significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Learner students in English Language Arts (17.12% Met/Exceed Standard) and Mathematics (26.82% Met/Exceed Standard) compared to all students (English Language Arts 62.96% Met/Exceed Standard and Math 58.03% Met/Exceed Standard). This need is evident throughout the district which is why it is an LEA-wide action. **Scope:** Limited to Unduplicated Student Group(s)	This action is directed at our unduplicated students due to the achievement gap between English Learners and all students. The district English Learner Master Plan outlines the use of classroom paraprofessionals to provide classroom/student/teacher support throughout the school day in order to support English language acquisition via Integrated and Designated Instruction. According to Saunders and Goldenberg (2010), effective instruction for English Learners includes opportunities for language development and content learning. This includes providing designated time for language development in reading, writing, speaking, and listening in English as well as integrating language into content instruction. In order to support the implementation of Integrated and Designated ELD, on-going professional development is necessary to meet the specific needs of English Learners. (Source: Saunders, W. M., & Goldenberg, C. N. (2010). Research Summary: What Is Known about Effective Instruction for English Learners? Californians Together.)	1.2, 1.3
1.21	**Action:** Site English Learner Program Coordinator Stipend **Need:** Based upon the California Dashboard, the district's English Learner population is	This action is directed at our unduplicated students due to the achievement gap between English Learners and all students. Each school site has an English Learner (EL) Coordinator to facilitate the monitoring of student progress towards reclassification and the required monitoring of Reclassified English Proficient (RFEP) students.	1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard). In the 23-24 school year 16.92% of English Learners met the criteria for reclassification. While there has been an increase in in reclassification rates, there is still a need to monitor student progress to increase the reclassification of English Learners prior to them shifting into Long\-Term English Learner (LTEL) status. This need is evident throughout the district which is why it is an LEA-wide action. **Scope:** Limited to Unduplicated Student Group(s)	According to Chin (n.d.), close monitoring of language acquisition can improve reclassification rates and have a positive impact on student achievement. (Source: The Effect of English Learner Reclassification by Mark Chin, Harvard University)	
1.22	**Action:** English 3D Curriculum **Need:** Based upon the California Dashboard, the district's English Learner population is significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard).	This action is directed at our unduplicated students due to the achievement gap between English Learners and all students. The district utilizes Integrated and Designated English Language Development (ELD) K-12 to support English language acquisition for students identified as English Learners via the English Language Proficiency Assessments for California. According to Smith, Johnson and Lee (2021), students engaged in an ELD curriculum demonstrated improvement in standardized tests, higher gains in language acquisition, and increased engagement in the classroom. (Source: TESOL Quarterly, 2021)	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Based upon the California Dashboard, Brea Junior High School's English Learner population is significantly underperforming in English Language Arts (47.3 points below standard) and Math (66.4 points below standard) compared to all students (English Language Arts 26 points above standard and Math 16.1 points above standard). Based upon the California Dashboard, Brea Olinda High School's English Learner population is significantly underperforming in English Language Arts (76 points below standard) and Math (100.6 points below standard) compared to all students (English Language Arts 26 points above standard and Math 16.1 points above standard). Based upon the California Dashboard, the district's English Learner population is significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 32.9 points above standard and Math 22.8 below standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Learner students in English Language Arts (17.12% Met/Exceed Standard) and Mathematics (26.82% Met/Exceed Standard) compared to all students (English Language Arts 62.96% Met/Exceed Standard and Math 58.03% Met/Exceed Standard). This need is evident throughout the district at the		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	secondary level, therefore making it a school-wide action at Brea Junior High School and Brea Olinda High School. **Scope:** Limited to Unduplicated Student Group(s)		
1.23	**Action:** Rosetta Stone **Need:** Based upon the California Dashboard, the district's English Learner population is significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard). Similarly, the 22-23 administration of CAASPP indicated the same data trends for English Learner students in English Language Arts (17.12% Met/Exceed Standard) and Mathematics (26.82% Met/Exceed Standard) compared to all students (English Language Arts 62.96% Met/Exceed Standard and Math 58.03% Met/Exceed Standard). This need is evident throughout the district which is why it is an LEA-wide action. **Scope:** Limited to Unduplicated Student Group(s)	This action is directed at our unduplicated students due to the achievement gap between English Learners and all students. The district utilizes Integrated and Designated English Language Development (ELD) K-12 to support English language acquisition for students identified as English Learners via the English Language Proficiency Assessments for California. According to Smith, Johnson and Lee (2021), students engaged in an ELD curriculum demonstrated improvement in standardized tests, higher gains in language acquisition, and increased engagement in the classroom. (Source: TESOL Quarterly, 2021)	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.35	**Action:** Ellevation **Need:** Based upon the California Dashboard, the district's English Learner population is significantly underperforming in English Language Arts (20.3 points below standard) and Math (30.3 points below standard) compared to all students (English Language Arts 29.3 points above standard and Math 12.5 points above standard). In the 23-24 school year 16.92% of English Learners met the criteria for reclassification. While there has been an increase in in reclassification rates, there is still a need to monitor student progress to increase the reclassification of English Learners prior to them shifting into Long\-Term English Learner (LTEL) status. This need is evident throughout the district which is why it is an LEA-wide action. **Scope:** Limited to Unduplicated Student Group(s)	This action is directed at our unduplicated students due to the achievement gap between English Learners and all students. To facilitate the monitoring of student progress towards reclassification and the required monitoring of Reclassified English Proficient (RFEP) students, the district has identified a need for data software to better monitor student growth. According to Chin (n.d.), close monitoring of language acquisition can improve reclassification rates and have a positive impact on student achievement. (Source: The Effect of English Learner Reclassification by Mark Chin, Harvard University)	1.3

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

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total 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	64,777,091.00	3,523,847.00	5.440%	1.043%	6.483%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,526,440.00	$12,279,477.00	$3,680,204.00	$708,644.00	$45,194,765.00	$38,048,671.00	$7,146,094.00

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	Fully Credentialed Teaching Staff	All	No			All Schools		$28,336,835.00	$0.00	$21,844,450.00	$6,210,107.00		$282,278.00	$28,336,835.00	
1	1.2	Six Elementary Reading Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary K-6		$939,002.00	$0.00	$400,219.00	$446,374.00	$0.00	$92,409.00	$939,002.00	N/A
1	1.3	College Career Guidance NOCROP Counselor Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High		$150,873.00	$0.00	$150,873.00				$150,873.00	N/A

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
							School, Brea Olinda High School, Brea Canyon High school 7-12									
1	1.4	Special Education Program Specialist	Students with Disabilities	No			All Schools		$153,103.00	$0.00	$45,931.00	$107,172.00			$153,103.00	
1	1.5	Three Full Time Instructional Coaches	All	No			All Schools		$621,691.00	$0.00	$311,761.00	$309,930.00			$621,691.00	
1	1.6	Instructional Coach- Falcon Academy of Science and Technology	All	No			Specific Schools: Falcon Academy of Science and Technology TK-6		$130,685.00	$0.00	$130,685.00				$130,685.00	
1	1.7	Instructional Coach- Laurel Elementary Magnet School of Innovation and Career Exploration	All	No			Specific Schools: Laurel Elementary Magnet School of Innovation and Career Exploration TK-6		$130,685.00	$0.00	$36,426.00			$94,259.00	$130,685.00	
1	1.8	Early Childhood Education Coordinator/Specialist	Students ages 3-5	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technolo		$155,274.00	$0.00			$155,274.00		$155,274.00	

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
							gy, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary TK/K									
1	1.9	Certificated PE Staff Salary and Benefits	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementry, Olinda Elementary 1-6		$277,590.00	$0.00	$277,590.00				$277,590.00	N/A
1	1.10	Intervention Teacher for Brea Canyon High School (BCHS)	All	No			Specific Schools: Brea Canyon High		$136,033.00	$0.00		$57,485.00		$78,548.00	$136,033.00	

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
							School									
1	1.11	Two Certificated Professional Development Days (Full Day)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	N/A
1	1.12	Professional Development for Certificated Teachers	All	No			All Schools		$0.00	$100,000.00	$50,000.00	$50,000.00			$100,000.00	
1	1.13	Teacher Prep Time via Implementation of Elementary PE Program	All	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary K-6		$159,299.00	$0.00		$159,299.00			$159,299.00	
1	1.14	Extended Learning/Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$67,500.00	$0.00	$67,500.00				$67,500.00	N/A
1	1.15	Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School 9-12		$112,863.00	$0.00	$112,863.00				$112,863.00	N/A

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	1.16	Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High School 7-8		$33,292.00	$0.00	$33,292.00				$33,292.00	N/A
1	1.17	Advancement via Individual Determination (AVID) for Arovista Elementary	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6		$8,500.00	$0.00	$8,500.00				$8,500.00	N/A
1	1.18	AVID Tutors for BOHS and BJHS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School; Brea Junior High School 7-12		$45,000.00	$0.00	$45,000.00				$45,000.00	N/A
1	1.19	Designated and Integrated English Language Development (ELD) Training for Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$40,000.00	$40,000.00				$40,000.00	N/A
1	1.20	Classroom Instructional Aide Paraprofessionals-English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$209,061.00	$0.00	$209,061.00				$209,061.00	N/A
1	1.21	Site English Learner Program Coordinator Stipend	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$17,921.00	$0.00	$17,921.00				$17,921.00	N/A
1	1.22	English 3D Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	Specific Schools: Brea Junior High School		$0.00	$10,000.00	$10,000.00				$10,000.00	N/A

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)		and Brea Olinda High School Grades 7-12									
1	1.23	Rosetta Stone	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$16,000.00	$16,000.00				$16,000.00	N/A
1	1.24	GATE program workshops and extended learning for students	GATE- identified Students	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary 4-6		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.25	GATE Certification Training for Teachers	GATE- identified Students	No			Specific Schools: Arovista Elementary, Country Hills Elementary,		$0.00	$25,000.00	$25,000.00				$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary 4-6									
1	1.26	CoGAT Assessment for GATE identification process	All	No			All Schools Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary		$0.00	$15,000.00	$15,000.00				$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							3-6									
1	1.27	Dual Language Immersion program at Arovista Elementary	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6		$628,816.00	$0.00	$628,816.00				$628,816.00	N/A
1	1.28	Professional Learning Communities	All	No			All Schools		$4,000.00	$1,000.00		$5,000.00			$5,000.00	
1	1.29	Secondary Summer School	All	No			Specific Schools: Brea Olinda High School, Brea Canyon High School Grades 7-12		$367,695.00	$0.00		$367,695.00			$367,695.00	
1	1.30	Extended Learning Opportunities via Child Development Services Summer Camp	All	No			All Schools		$340,000.00	$100,000.00		$220,000.00	$220,000.00		$440,000.00	
1	1.31	AP Reimbursements	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School 9-12		$0.00	$25,000.00	$25,000.00				$25,000.00	N/A
1	1.32	PSAT Administration-Brea Junior High School, Brea Olinda High School, Brea Canyon High School	All	No			Specific Schools: Brea Junior High School, Brea Olinda High School, Brea Canyon High School 8-11		$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.33	Illuminate	All	No			All Schools		$0.00	$48,000.00	$48,000.00				$48,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.34	iReady	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary, Brea Junior High School K-8		$0.00	$164,932.00	$164,932.00				$164,932.00	N/A
1	1.35	Ellevation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$15,478.00	$15,478.00				$15,478.00	
1	1.36	Fontas and Pinnell Reading Intervention System	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy, Laurel Elementary		$0.00	$50,000.00	$50,000.00				$50,000.00	N/A

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
							Magnet School, Mariposa Elementary, Olinda Elementary K-6									
1	1.37	UFLI Reading Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy, Laurel Elementary Magnet School, Mariposa Elementary, Olinda Elementary K-6		$0.00	$2,000.00	$2,000.00				$2,000.00	N/A
1	1.38	Sonday Reading Intervention System	Students with Disabilities	No			All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.39	Hegerty Reading Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovatio		$0.00	$5,500.00	$5,500.00				$5,500.00	N/A

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
							n and Career Exploration, Mariposa Elementary and Olinda Elementary									
2	2.1	MTSS training and professional development	All	No			All Schools		$80,000.00	$20,000.00		$100,000.00			$100,000.00	
2	2.2	MTSS Interventions and Supports	All	No			All Schools		$102,000.00	$0.00		$102,000.00			$102,000.00	
2	2.3	Junior High Intervention Counselor and High School Interventions/CTE Counselor (BOHS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High School, Brea Olinda High School 7-12		$260,000.00	$0.00	$260,000.00				$260,000.00	N/A
2	2.4	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$13,000.00	$13,000.00				$13,000.00	N/A
2	2.5	At-Risk Counselor BCHS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Canyon High School		$80,962.00	$0.00	$80,962.00				$80,962.00	N/A
2	2.6	School Readiness Nurse	All	No			All Schools		$43,159.00	$0.00		$43,159.00			$43,159.00	
2	2.7	Edlio, Qualtrics	All	No			All Schools		$0.00	$9,900.00	$9,900.00				$9,900.00	
2	2.8	Elementary Attendance Clerks: Salary and Benefits	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary,		$45,044.00	$0.00	$45,044.00				$45,044.00	N/A

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
							Falcon Academy of Science and Technology, Laurel Elementary Magnet of Innovation and Career Exploration; Mariposa Elementary and Olinda Elementary TK-6									
2	2.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$92,792.00	$92,792.00				$92,792.00	N/A
2	2.10	Futures Academy Teachers (Secondary 7-12)	Students with Disabilities	No			Specific Schools: Brea Canyon High School, Brea Junior High School		$115,014.00	$0.00		$115,014.00			$115,014.00	
2	2.11	Social Emotional Supports for Students (Wellness Spaces and Wellness Centers)	All	No			All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.12	Elementary School Counselors	All	No			Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of		$175,000.00	$0.00		$175,000.00			$175,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary									
2	2.13	Secondary School Intervention Counselor at Brea Junior High School	All	No			Specific Schools: Brea Junior High School 7-8		$102,000.00	$0.00		$102,000.00			$102,000.00	
2	2.14	SI&A Attendance Monitoring Platform: SchoolStatus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12		$0.00	$36,900.00	$36,900.00				$36,900.00	N/A
2	2.15	State and Federal Budget Analyst	All	No			All Schools		$124,960.00	$0.00	$20,943.00	$104,017.00			$124,960.00	
2	2.16	Social-Emotional Learning Curriculum	All	No			All Schools		$0.00	$60,000.00	$60,000.00				$60,000.00	
3	3.1	Tech Rep Stipends	All	No			All Schools		$49,612.00	$0.00				$49,612.00	$49,612.00	
3	3.2	New Technology Purchases	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$400,000.00	$400,000.00				$400,000.00	N/A
3	3.3	Technology Device Refresh	All	No			All Schools		$0.00	$275,000.00	$275,000.00				$275,000.00	
3	3.4	Computer Technicians and Network Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$364,192.00	$0.00	$364,192.00				$364,192.00	N/A

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	3.5	Elementary Media Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12		$378,066.00	$0.00	$378,066.00				$378,066.00	N/A
3	3.6	Support for Robotics Programs - Elementary and Secondary	All	No			All Schools		$0.00	$22,073.00		$22,073.00			$22,073.00	
3	3.7	APEX Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Brea Juniuor High School, Brea Canyon High School, Brea Olinda High School		$0.00	$56,805.00	$56,805.00				$56,805.00	N/A
3	3.8	Independent Studies Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1-12		$410,829.00	$0.00	$410,829.00				$410,829.00	N/A
3	3.9	Coding Instructional Coach and Career Exploration Instructional Coach	All	No			Specific Schools: Falcon Academy of Science and Technology; Laurel Elementary Magnet School of Innovation and Career Exploration TK-6		$30,000.00	$0.00	$30,000.00				$30,000.00	
3	3.10	Instructional Materials for STEM/STEAM activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	N/A
3	3.11	Online Academy Teacher	All	No			Specific Schools: Brea		$116,157.00	$0.00		$116,157.00			$116,157.00	

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
							Online Academy K-6									
3	3.12	Online Technology Tools (Edmentum Instructional Program)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$71,000.00	$71,000.00				$71,000.00	N/A
3	3.13	Technology to Support the Core Instructional Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$35,000.00	$35,000.00				$35,000.00	N/A
3	3.14	Continued Expansion of Laurel Elementary Career Exploration and Innovation Programming	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Laurel Elementary Magnet School of Innovation and Career Exploration		$0.00	$50,000.00	$50,000.00				$50,000.00	N/A
3	3.15	Continued Expansion of Falcon Academy Coding Programming	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Falcon Academy of Coding and Robotics		$0.00	$50,000.00	$50,000.00				$50,000.00	N/A
4	4.1	Elementary School Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy, Laurel Elementary Magnet School, Mariposa Elementary, Olinda Elementary		$175,000.00	$0.00	$175,000.00				$175,000.00	N/A

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
							TK-6									
4	4.2	Brea Canyon High School Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$80,961.00	$0.00	$80,961.00	$0.00	$0.00	$0.00	$80,961.00	N/A
4	4.3	School Readiness Nurse	All	No			All Schools		$54,930.00	$0.00	$0.00	$0.00	$54,930.00	$0.00	$54,930.00	
4	4.4	SIA Attendance Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$36,900.00	$0.00	$36,900.00				$36,900.00	N/A
4	4.5	Social Worker for Secondary Schools	All	No			Specific Schools: Brea Olinda High School, Brea Canyon High School, and Bea Junior High School		$111,538.00	$0.00				$111,538.00	$111,538.00	
4	4.6	Wellness Spaces	All	No			Specific Schools: Laurel Elementary Magnet School of Innovation and Career Exploration & Brea Olinda High School TK-6 & 9-12		$0.00	$45,000.00		$45,000.00			$45,000.00	
4	4.7	Behavior Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$115,032.00	$0.00	$115,032.00				$115,032.00	N/A

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.8	Panorama and California Healthy Kids Surveys	All	No			All Schools		$0.00	$35,000.00		$35,000.00			$35,000.00	
4	4.9	PBIS Tier I and Tier II Supports	All	No			All Schools		$0.00	$50,000.00		$50,000.00			$50,000.00	
4	4.10	Social Emotional Learning Supports	All	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	
4	4.11	Drug and Alcohol Prevention	All	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	
4	4.12	Health Assistants at all Elementary and Secondary Sites	All	No			All Schools		$0.00	$350,133.00	$350,133.00				$350,133.00	
4	4.13	Program Specialist	Students with Disabilities	No			All Schools		$153,103.00	$0.00	$45,931.00	$107,172.00			$153,103.00	
4	4.14	Maintenance of Facilities	All	No			All Schools		$1,597,462.00	$1,474,581.00		$3,072,043.00			$3,072,043.00	
4	4.15	Staffing for Attendance Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$63,252.00	$0.00	$63,252.00				$63,252.00	N/A
4	4.16	Futures Academy Support (Aides to support BCHS and BJHS Futures Program)	Students with Disabilities	No			Specific Schools: Brea Canyon High School and Brea Junior High School		$137,780.00	$0.00		$137,780.00			$137,780.00	
4	4.17	Infrastructure Improvements to Enhance School Safety	All	No			All Schools		$0.00	$3,250,000.00			$3,250,000.00		$3,250,000.00	

2024-25 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
64,777,091.00	3,523,847.00	5.440%	1.043%	6.483%	$5,166,280.00	0.000%	7.975 %	**Total:**	$5,166,280.00
								LEA-wide Total:	$2,515,228.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,651,052.00

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	Six Elementary Reading Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary K-6	$400,219.00	N/A
1	1.3	College Career Guidance NOCROP Counselor Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High School, Brea Olinda High School, Brea	$150,873.00	N/A

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 (%)
						Canyon High school 7-12		
1	1.9	Certificated PE Staff Salary and Benefits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary, Olinda Elementary 1-6	$277,590.00	N/A
1	1.11	Two Certificated Professional Development Days (Full Day)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	N/A
1	1.14	Extended Learning/Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,500.00	N/A
1	1.15	Advancement via Individual Determination (AVID) for Brea Olinda High School (BOHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School 9-12	$112,863.00	N/A
1	1.16	Advancement via Individual Determination (AVID) for Brea Junior High School (BJHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High School 7-8	$33,292.00	N/A
1	1.17	Advancement via Individual Determination (AVID) for Arovista Elementary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6	$8,500.00	N/A
1	1.18	AVID Tutors for BOHS and BJHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School; Brea	$45,000.00	N/A

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 (%)
						Junior High School 7-12		
1	1.19	Designated and Integrated English Language Development (ELD) Training for Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	N/A
1	1.20	Classroom Instructional Aide Paraprofessionals-English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$209,061.00	N/A
1	1.21	Site English Learner Program Coordinator Stipend	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$17,921.00	N/A
1	1.22	English 3D Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Brea Junior High School and Brea Olinda High School Grades 7-12	$10,000.00	N/A
1	1.23	Rosetta Stone	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$16,000.00	N/A
1	1.27	Dual Language Immersion program at Arovista Elementary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary K-6	$628,816.00	N/A
1	1.31	AP Reimbursements	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Olinda High School 9-12	$25,000.00	N/A
1	1.34	iReady	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet School of Innovation and Career	$164,932.00	N/A

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 (%)
						Exploration, Mariposa Elementary, Olinda Elementary, Brea Junior High School K-8		
1	1.35	Ellevation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,478.00	
1	1.36	Fontas and Pinnell Reading Intervention System	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy, Laurel Elementary Magnet School, Mariposa Elementary, Olinda Elementary K-6	$50,000.00	N/A
1	1.37	UFLI Reading Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy, Laurel Elementary Magnet School, Mariposa Elementary, Olinda Elementary K-6	$2,000.00	N/A
1	1.39	Hegerty Reading Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology,	$5,500.00	N/A

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 (%)
						Laurel Elementary Magnet School of Innovation and Career Exploration, Mariposa Elementary and Olinda Elementary		
2	2.3	Junior High Intervention Counselor and High School Interventions/CTE Counselor (BOHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Junior High School, Brea Olinda High School 7-12	$260,000.00	N/A
2	2.4	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	N/A
2	2.5	At-Risk Counselor BCHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brea Canyon High School	$80,962.00	N/A
2	2.8	Elementary Attendance Clerks: Salary and Benefits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy of Science and Technology, Laurel Elementary Magnet of Innovation and Career Exploration; Mariposa Elementary and Olinda Elementary TK-6	$45,044.00	N/A
2	2.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,792.00	N/A

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	2.14	SI&A Attendance Monitoring Platform: SchoolStatus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	$36,900.00	N/A
3	3.2	New Technology Purchases	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	N/A
3	3.4	Computer Technicians and Network Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$364,192.00	N/A
3	3.5	Elementary Media Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	$378,066.00	N/A
3	3.7	APEX Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Brea Juniuor High School, Brea Canyon High School, Brea Olinda High School	$56,805.00	N/A
3	3.8	Independent Studies Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1-12	$410,829.00	N/A
3	3.10	Instructional Materials for STEM/STEAM activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	N/A
3	3.12	Online Technology Tools (Edmentum Instructional Program)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,000.00	N/A
3	3.13	Technology to Support the Core Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	N/A
3	3.14	Continued Expansion of Laurel Elementary Career Exploration and Innovation Programming	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Laurel Elementary Magnet School of Innovation and Career Exploration	$50,000.00	N/A
3	3.15	Continued Expansion of Falcon Academy Coding Programming	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Falcon Academy of Coding and Robotics	$50,000.00	N/A

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	Elementary School Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arovista Elementary, Country Hills Elementary, Falcon Academy, Laurel Elementary Magnet School, Mariposa Elementary, Olinda Elementary TK-6	$175,000.00	N/A
4	4.2	Brea Canyon High School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,961.00	N/A
4	4.4	SIA Attendance Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,900.00	N/A
4	4.7	Behavior Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,032.00	N/A
4	4.15	Staffing for Attendance Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,252.00	N/A

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$42,617,629.74	$38,587,933.00

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	Fully Credentialed Teaching Staff	No	$27,927,050.00	27,674,273.00
1	1.2	AVID for BOHS	Yes	$120,000.00	139,500.00
1	1.3	AVID for BJHS	Yes	$69,000.00	53,380.00
1	1.4	AVID for Arovista	Yes	$8,500.00	1,900.00
1	1.5	Certificated PD days (two)	Yes	$427,334.00	33,060.00
1	1.6	Illuminate	No	$47,398.00	45,929.00
1	1.7	College Career Guidance NCROP Counselor Support	No	$163,517.00	196,530.00
1	1.8	iReady	Yes	$164,932.00	165,589.00
1	1.9	Extended Learning - $7,500 per site	No	$67,500.00	24,639.00
1	1.10	Three Full Time Instructional Coaches	No	$390,017.00	361,402.00
1	1.11	PE PLC Time (teachers and aides)	Yes	$493,340.00	517,485.00

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	1.12	EL Support - LCFF aides	Yes	$577,195.00	237,122.00
1	1.13	Professional Development for Certificated Teachers	No	$100,000.00	0.00
1	1.14	GATE Training for Teachers	No	$25,000.00	14,170.00
1	1.15	GATE Program Workshops and Extended Learning for Students	No	$10,000.00	14,170.00
1	1.16	PE increased salary and benefits	Yes	$45,000.00	0.00
1	1.17	Reading Specialists at each elementary school (6)	Yes	$918,850.00	832,903.00
1	1.18	Fontas and Pinnell Reading Intervention System	Yes	$50,000.00	15,300.00
1	1.19	Sonday Reading Intervention System	No	$25,000.00	0.00
1	1.20	Summer School Teachers for Intervention	No	$500,000.00	367,695.00
1	1.21	Mystery Science Kits for TK-6	No	$10,000.00	5,862.00
1	1.22	Social Studies Adoption K-12	No	$1,500,000.00	1,042,297.00
1	1.23	Heggerty Reading Intervention System	Yes	$5,500.00	0.00
1	1.24	AP Computer Science Principles courses	No	$35,000.00	60,066.00

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	1.25	New High School Courses, BOHS and BCHS	No	$80,405.00	122,088.00
1	1.26	Special Education Instructional Coaches (2)	No	$280,871.00	253,459.00
1	1.27	AP Reimbursements	Yes	$25,000.00	0.00
1	1.28	PSAT	No	$20,000.00	0.00
1	1.29	AVID Tutors for BOHS and BJHS	Yes	$45,000.00	3,500.00
1	1.30	Intervention Teacher for Laurel Elementary School	No	$129,734.00	116,267.00
2	2.1	Tech Rep Stipends	No	$48,638.74	101,169.00
2	2.2	New Technology Purchases	Yes	$400,000.00	345,574.00
2	2.3	Increase Use of Devices by Students	No	$0.00	0.00
2	2.4	Computer Technicians & Network Specialist: Salary & Benefits	Yes	$381,698.00	202,573.00
2	2.5	Elementary Media Technicians: Salary & Benefits	Yes	$375,567.00	346,962.00
2	2.6	Increased Equity and Access to Courses and Extra-Curricular Activities	No	$85,000.00	6,423.00
2	2.7	Counselor on Special Assignment	Yes	$152,000.00	74,394.00
2	2.8	APEX Licenses: Online Courses / Summer School	No	$56,805.00	55,101.00

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	2.9	Independent Studies Program	Yes	$402,773.00	362,051.00
2	2.10	Laurel and Falcon Instructional Coaches	Yes	$260,012.00	256,246.00
2	2.11	Mystery Science: Open & Go Lessons	No	$15,000.00	8,370.00
2	2.12	Supplemental Materials for STEM, STEAM and Coding Activities	Yes	$20,000.00	32,025.00
2	2.13	Chromebooks / iPads for Digital Learning	No	$0.00	0.00
2	2.14	Kajeet Data Services	No	$7,800.00	8,217.00
2	2.15	Online Academy Teacher (1)	No	$116,157.00	123,716.00
2	2.16	Online Tech Tools for Teachers (Edmentum Instructional Program)	No	$71,000.00	49,886.00
2	2.17	Renaissance Learning	No	$49,690.00	49,690.00
2	2.18	Technology Acquisition to attain 1:1 device status at the secondary level; support for technology innovation at the secondary level	Yes	$763,000.00	272,034.00
2	2.19	Expansion of Laurel Elementary Career Exploration and Innovation Programming.	Yes	$185,831.00	16,470.00
3	3.1	PBIS Training & Programs via OCDE	No	$15,000.00	0.00
3	3.2	Program Interventionist	No	$138,357.00	0.00

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)
3	3.3	Counselor on Special Assignment (BJHS/BOHS)	No	$260,000.00	0.00
3	3.4	Maintain Facilities (Routine Restricted Maintenance)	No	$2,760,277.00	2,714,266.00
3	3.5	Engage Stakeholders in Participating in School Activities and/or Programs	No	$13,000.00	0.00
3	3.6	Edlio, Qualtrics	Yes	$9,900.00	19,042.00
3	3.7	At-Risk Counselor BCHS	No	$137,312.00	155,081.00
3	3.8	Elementary Attendance Clerks: Salary and Benefits	No	$71,800.00	250,118.00
3	3.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	Yes	$92,792.00	0.00
3	3.10	Futures Academy Teachers BJHS and BCHS	No	$350,348.00	226,023.00
3	3.11	K-12 Music and Fine Arts Expansion	No	$478,905.00	151,524.00
3	3.12	School Readiness Nurse	Yes	$65,215.00	119,825.00
3	3.13	Safety and Security PD for Parents and Staff	No	$34,500.00	0.00
3	3.14	Be Well Program	Yes	$6,000.00	0.00
3	3.15	Elementary School Counselors (Learning Recovery Grant funded)	No	$350,000.00	240,869.00

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)
3	3.16	Secondary School Intervention Counselor BJHS (.50 FTE)	No	$0.00	0.00
3	3.17	SI&A Attendance Awareness Platform Attention2Attendance	Yes	$73,800.00	0.00
3	3.18	State and Federal Budget Analyst	No	$108,309.00	101,698.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,567,910.00	$4,706,665.00	$4,046,935.00	$659,730.00	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	AVID for BOHS	Yes	$120,000.00	139,500.00		
1	1.3	AVID for BJHS	Yes	$69,000.00	53,380.00		
1	1.4	AVID for Arovista	Yes	$8,500.00	1,900.00		
1	1.5	Certificated PD days (two)	Yes	$427,334.00	33,060.00		
1	1.8	iReady	Yes	$164,932.00	165,589.00		
1	1.11	PE PLC Time (teachers and aides)	Yes	$293,389.00	517,485.00		
1	1.12	EL Support - LCFF aides	Yes	$577,195.00	237,122.00		
1	1.16	PE increased salary and benefits	Yes	$45,000.00	0.00		
1	1.17	Reading Specialists at each elementary school (6)	Yes	$384,673.00	832,903.00		
1	1.18	Fontas and Pinnell Reading Intervention System	Yes	$50,000.00	15,300.00		
1	1.23	Heggerty Reading Intervention System	Yes	$5,500.00	0.00		
1	1.27	AP Reimbursements	Yes	$25,000.00	0.00		
1	1.29	AVID Tutors for BOHS and BJHS	Yes	$45,000.00	3,500.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	New Technology Purchases	Yes	$400,000.00	345,574.00		
2	2.4	Computer Technicians & Network Specialist: Salary & Benefits	Yes	$381,698.00	202,573.00		
2	2.5	Elementary Media Technicians: Salary & Benefits	Yes	$375,567.00	346,962.00		
2	2.7	Counselor on Special Assignment	Yes	$76,000.00	74,394.00		
2	2.9	Independent Studies Program	Yes	$309,546.00	362,051.00		
2	2.10	Laurel and Falcon Instructional Coaches	Yes	$219,200.00	256,246.00		
2	2.12	Supplemental Materials for STEM, STEAM and Coding Activities	Yes	$20,000.00	32,025.00		
2	2.18	Technology Acquisition to attain 1:1 device status at the secondary level; support for technology innovation at the secondary level	Yes	$500,000.00	272,034.00		
2	2.19	Expansion of Laurel Elementary Career Exploration and Innovation Programming.	Yes	$20,900.00	16,470.00		
3	3.6	Edlio, Qualtrics	Yes	$9,900.00	19,042.00		
3	3.9	Digital Safety Membership: Google Security and Scanning Software to Identify At-Risk Students	Yes	$92,792.00	0.00		
3	3.12	School Readiness Nurse	Yes	$5,739.00	119,825.00		
3	3.14	Be Well Program	Yes	$6,000.00	0.00		
3	3.17	SI&A Attendance Awareness Platform Attention2Attendance	Yes	$73,800.00	0.00		

2023-24 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)
64,139,378.00	3,567,910.00	1.79%	7.353%	$4,046,935.00	0.000%	6.310%	$669,069.87	1.043%

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

   - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

    o 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.

  o 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,

  o 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:

  o 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) (California Legislative Information) 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.

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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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
- 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.

- 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.

- 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:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

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.

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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)**

o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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