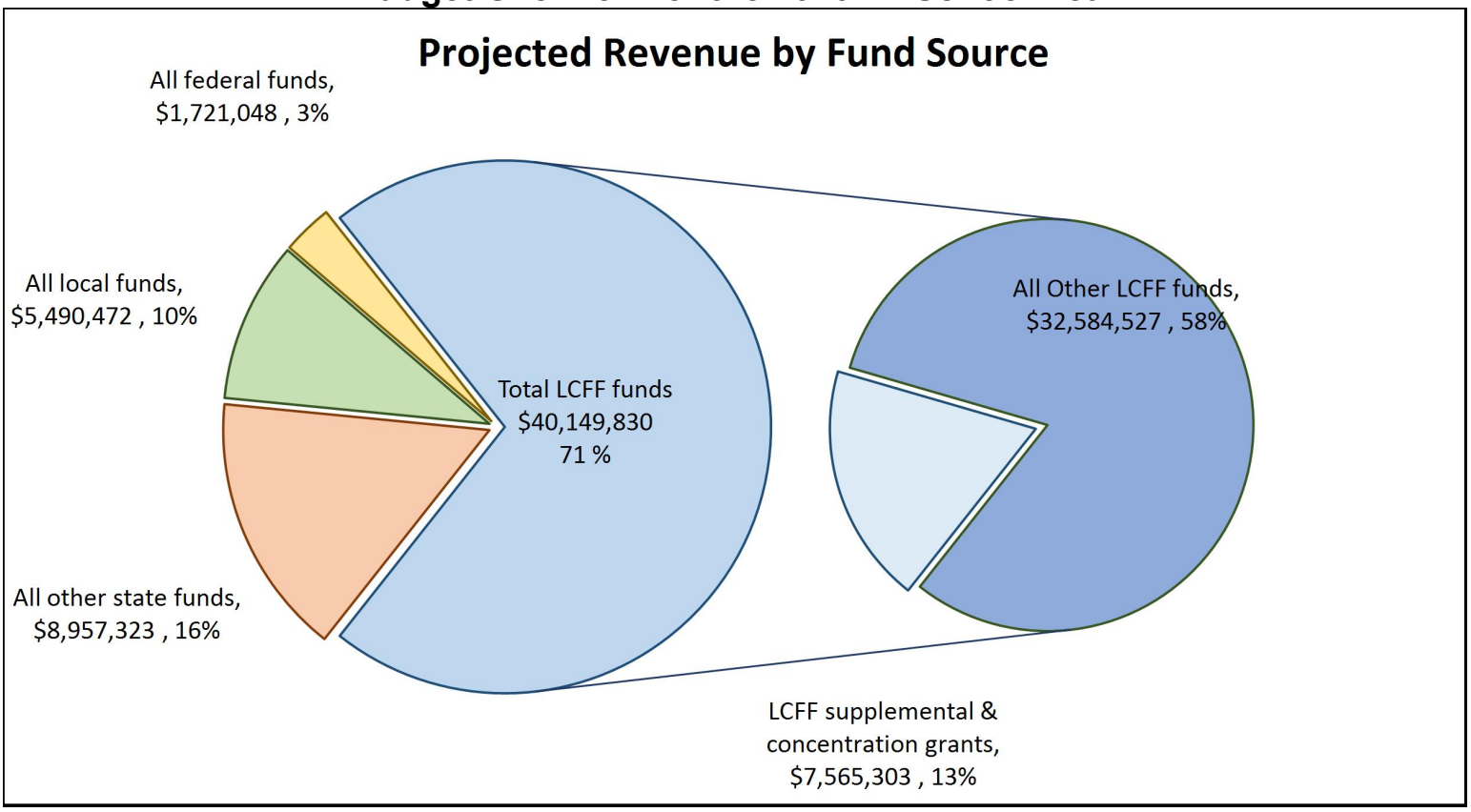
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Duarte Unified School District
CDS Code: 19644690000000
School Year: 2026-27
LEA contact information:
Dr. James Plotkin
Assistant Superintendent, Educational Services
jplottkin@duarteusd.org
626-599-5011

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

Budget Overview for the 2026-27 School Year

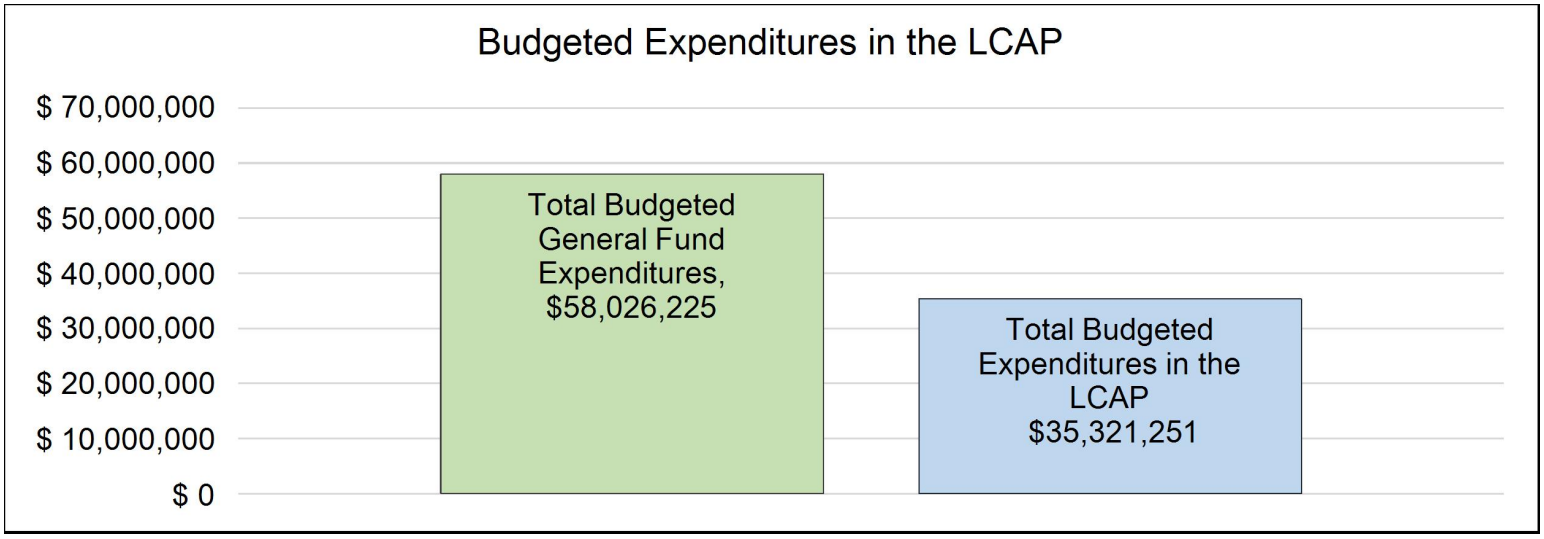


This chart shows the total general purpose revenue Duarte Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Duarte Unified School District is $56,318,673, of which $40,149,830 is Local Control Funding Formula (LCFF), $8,957,323 is other state funds, $5,490,472 is local funds, and $1,721,048 is federal funds. Of the $40,149,830 in LCFF Funds, $7,565,303 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Duarte Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Duarte Unified School District plans to spend $58,026,225 for the 2026-27 school year. Of that amount, $35,321,251 is tied to actions/services in the LCAP and $22,704,974 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

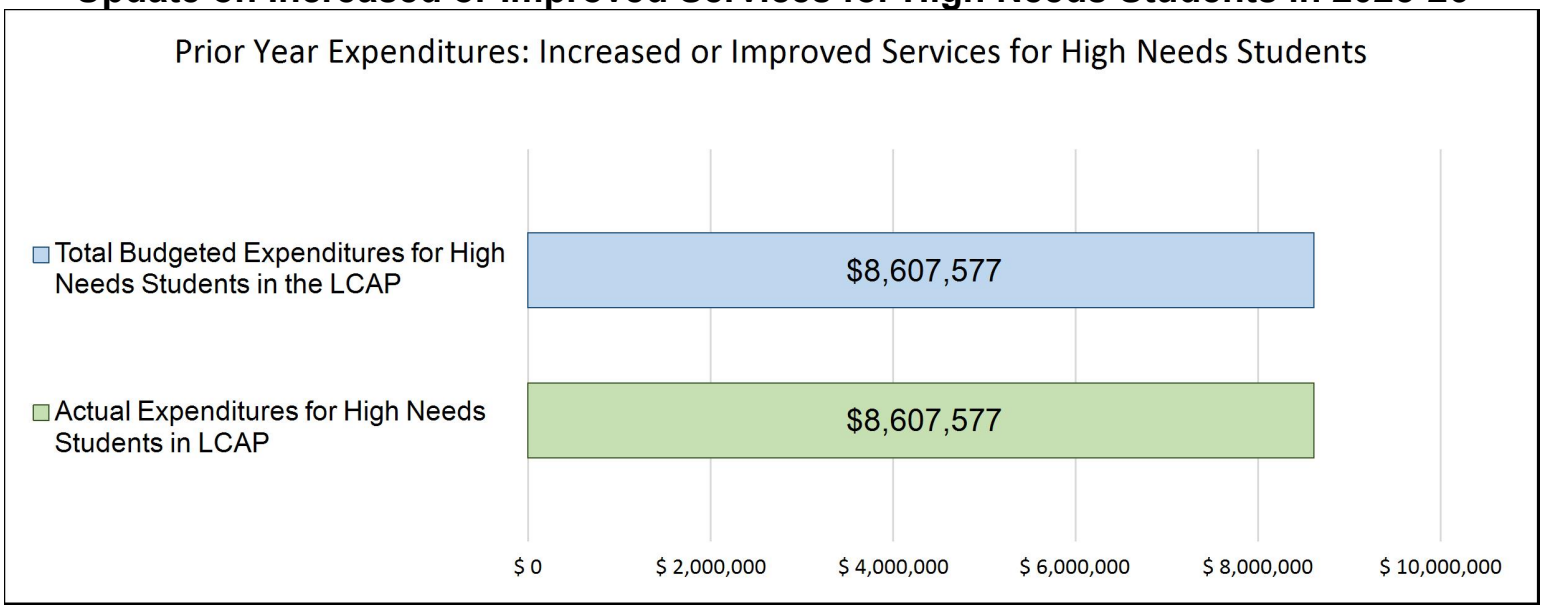
Total compensation and non-personnel costs relative to various departments that are not mentioned in the LCAP, such as the transportation department, the business department, the personnel department, and other ancillary support departments and their associated costs.

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

In 2026-27, Duarte Unified School District is projecting it will receive $7,565,303 based on the enrollment of Foster Youth, English learner, and low-income students. Duarte Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Duarte Unified School District plans to spend $7,565,303 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Duarte 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 Duarte 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 2025-26, Duarte Unified School District's LCAP budgeted $8,607,577 for planned actions to increase or improve services for high needs students. Duarte Unified School District actually spent $8,607,577 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Duarte Unified School District	Dr. James Plotkin Assistant Superintendent, Educational Services	jplotkin@duarteusd.org 626-599-5011

Plan Summary [2026-27]

General Information

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

The Duarte Unified School District is proud of its long-standing tradition of serving the local community. Many current adult residents are alumni of Duarte schools and have returned to raise their families, reflecting a strong sense of connection and continuity within the District.

In the 2025 school year, Duarte Unified serves 2,950 students. Of these, 70.8% are low-income, 18.3% are English learners, 0.9% are foster youth, and 16.8% are students with disabilities. The District reflects a rich cultural diversity, with the following student groups represented: 74.1% Hispanic, 6.5% Asian, 6.7% White, 3.5% African American, 3.8% Filipino, and 4.5% identifying as two or more races.

Duarte Unified operates a comprehensive system of schools, including three TK–8 schools, one TK–6 school, one comprehensive high school, one alternative high school, and a state preschool program. Each of the TK–8 and TK–6 schools features a distinct thematic focus—Dual Language, International Baccalaureate, STEAM, or Technology/Creative Learning—providing students with engaging and specialized learning environments. Duarte High School serves as the District's flagship campus and is home to a degree-bearing Early College program, allowing students to experience a college-going culture and earn an associate’s degree alongside their high school diploma. The school also offers a range of Career Technical Education pathways, including a state-of-the-art Culinary Arts program. In addition, Duarte High School provides robust opportunities in athletics through participation in the Montview League of the CIF Southern Section, as well as Visual and Performing Arts and internship opportunities with partners such as City of Hope. Mt. Olive Technology High School offers an alternative educational setting designed to meet the unique needs of its students. The school continues to qualify for Equity Multiplier funding due to a prior-year non-stability rate exceeding 25% and a low-income student population above 70%.

Across all schools, Duarte Unified remains committed to its mission: to provide the knowledge, skills, and inspiration necessary for every student to succeed in college, career, and life.

Reflections: Annual Performance

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

Duarte Unified School District is pleased to report the following successes based on the 2025 CA School Dashboard compared to the CA School Dashboard:
Chronic absenteeism improved by 4.3%
Chronic absenteeism for English Learners improved by 7.4%.
Chronic absenteeism for Socioeconomically Disadvantaged Students improved by 5.6%.
Chronic absenteeism for Students with Disabilities improved by 7.4%.
Chronic absenteeism for Foster Youth improved by 19%.
Chronic absenteeism for Hispanics improved by 5%.
Chronic absenteeism for Students with Disabilities improved by 7.4%.

Suspension rates improved by 1.3%.
Suspension rates for Long-term English Learners improved by 5.6%.

College and Career Preparedness improved by 2.5%.
College and Career Preparedness for English Learners improved by 11.1%
College and Career Preparedness for Long-Term English Learners improved by 8.3%
College and Career Preparedness for Students with Disabilities improved by 10.5%

Successes among District Groups: (green or blue on 2025 dashboard)
ELA: Asian & Filipino (Green); and, White & Two or More (Blue)
Math: Asian & White (Green); and, Two or More (Blue)
College and Career: Socioeconomically Disadvantaged (green)
Graduation Rate: Over 95% for All Students, Socioeconomically Disadvantaged, English Learners, Long-Term English Learners, and Hispanic students (Blue)
Suspension Rate: English Learner, Filipino, Hispanic, Two or More, Socioeconomic Disadvantaged, and White students (green); Asian (Blue)
Science: Asian & Hispanic (Green); White (Blue)

School successes as indicated by green or blue on 2025 dashboard:
Duarte High School's ELA, Suspension Rate, & English Learner Progress are green; while Graduation Rate is blue.
Beardslee Dual Language Immersion Academy's Science is green.
Maxwell Academy's Suspension Rate & English Learner Progress are green.
Royal Oaks STEAM Academy's Suspension Rate is green.
Valley View's ELA, Math, & Science are green; while their Suspension Rate is blue.

Mt Olive Innovation and Technology's Suspension Rate & Graduation Rate are green.

Successes among Student Groups within a school:

Duarte HS: Green in English Learner Progress for English Learners & LTELs; Green in Suspension Rate for LTELs, Socioeconomically Disadvantaged & Hispanic Students; Green in ELA for Socioeconomically Disadvantaged & Hispanic Students; and Green in Science for Hispanic students. DHS is Blue in Graduation Rate for ELs, Socioeconomically Disadvantaged & Hispanic Students; Blue in Suspension Rate for Asian and Filipino.

Beardslee DI Language Academy: Green for English Learners, Socioeconomically Disadvantaged & Hispanic Students in Science; Suspension Rate was also Green for English Learners and Socioeconomically Disadvantaged at Beardslee

Maxwell Academy: Green for English Learners on EL Progress; Green on Suspension Rate for English Learners, Socioeconomically Disadvantaged and Hispanic Students

Royal Oaks: Green on ELA for White; Blue on ELA & Math for Asian & Two or More Races; Blue on Suspension Rate for Asian and White; Blue of Science for Asian

Valley View: Green in Chronic Absenteeism for White; Green in ELA & Math for Hispanic; Blue in Suspension Rate for White, English Learners, Hispanic, & Socioeconomically Disadvantaged.

Mt Olive: Green in Suspension Rate for Hispanic & Socioeconomically Disadvantaged; Green in Graduation Rate for Socioeconomically Disadvantaged.

The challenges as indicated by lowest performance (red) on one or more state indicators on the 2025 Dashboard include the following:

Schools' performance overview with lowest performance (red) on a state indicator:
Beardslee: English Learner Progress
MIT: College & Career

Beardslee implemented targeted tutoring for English Learners (Actions 1.1 and 1.3). In addition, the school conducts student data conferences to support students in monitoring and tracking their academic progress. Efforts are also underway to re-engage students in English Language Development (ELD) through focused and responsive instruction (Action 1.3). MIT has additional college and career counseling, career software platforms and simulations, internships, along with concurrent enrollment at Citrus College. Efforts focus on students developing a strong pathway after graduation. (Goal 5)

Student Groups at the District Level with lowest performance (red) on state indicator:
Math: Long-term English Learners, Students with Disabilities, and African American students
ELA: Students with Disabilities

Science: Students with Disabilities
Suspension Rate: Foster Youth and African American students

To address the academic needs: (Actions 1.1, 1.3, and 1.4)
* Teaching and Learning Coaches collaborate with teachers to strengthen both Designated and Integrated ELD
* Provide daily, targeted Designated ELD aligned to students' English language proficiency levels. TLCs also do pull-outs with LTELs to ensure that they are accessing the math standards
* Ensure Integrated ELD is embedded across all content areas, with clear language objectives
* TLCs support teachers and staff with strategies that emphasize academic vocabulary and discourse using sentence frames, modeling, and structured conversations
* Schools implement small group and targeted interventions using evidence-based strategies tailored to student needs, including LTELs, SWD, and African American students
* Additional training in differentiating mathematics instruction and support will occur throughout the year focused on bringing all students up to standard, focusing on African American students whose performance has slipped in consecutive years
In addition, Professional Learning Communities (PLCs) meet weekly to regularly monitoring student progress, particularly of student groups, using formative assessments and classroom performance data to inform and adjust instruction so that all groups improve on mathematics achievement. Those who are not meeting standard will be provided with supplemental instruction from tutors, TLCs, bilingual aides, case managers and/or TOSAs. Targeted attention will be directed towards LTELs, English Learners, and African American students.

To support Students with Disabilities: (Action 1.1, 1.10)
* IEP teams develop Standards-Based IEP Goals aligned with grade-level content standards to ensure access to the general education curriculum
* Schools implement small group and targeted interventions using evidence-based strategies tailored to student needs
* The Special Education team receives targeted professional learning on Universal Design for Learning (UDL)
These efforts are designed to equip educators with the knowledge and skills needed to meet the diverse needs of students with disabilities and promote equitable access to rigorous instruction.

To support the behavioral needs of students: (Action 2.5)
Addressing Suspension and Student Behavior through a trauma-informed approach across all schools. This initiative equips staff with the skills and strategies needed to effectively address student conflict, promote emotional regulation, and foster a positive school climate. Professional learning includes training in Conscious Discipline, restorative practices, and culturally responsive behavior management. The goal is to shift from punitive responses to proactive, relationship-centered practices that promote safety, belonging, and engagement—especially for students who have been disproportionately impacted, such as African American students. Training is provided to teachers, support staff, and site administrators to build collective capacity in addressing student behavior through empathy, structure, and problem-solving. Targeted sessions also address the unique needs of Foster Youth and African American students. This investment in adult learning is essential to improving outcomes in suspension rates, chronic absenteeism, and behavioral incidents.

Student groups within a school with the lowest performance (red) on state indicator:
Beardslee: English Learners for EL Progress; SWD for Suspension Rate
Duarte HS: SWD for Science

Maxwell: LTELs & SWD for ELA; SWD for Math
Royal Oaks: SWD for ELA, Math, Science & Suspension Rate; African American for Suspension Rate
Mt. Olive : Socioeconomically Disadvantaged in College/Career

To address student groups with the lowest performance (Red) on state indicator, each school is conducting a detailed analysis of student group data to identify and implement targeted improvement strategies. Maxwell and Beardslee are addressing the ELA and ELD needs of Long-Term English Learners (LTELs) and English Learners (ELs) through a combination of Actions 1.1, 1.3, and 1.4. These actions include:
* High-dosage tutoring and small group interventions tailored to language development needs
* Support from bilingual aides to reinforce instruction and provide native language scaffolding
* A focused emphasis on both Designated and Integrated English Language Development (ELD) to accelerate language acquisition and improve access to academic content

To support Students with Disabilities (SWD) at Duarte HS, Maxwell, and Royal Oaks, schools are implementing:
* Structured small group instruction aligned with IEP goals (Action 1.1, 1.10)
* Collaborative planning between General and Special Education teachers to ensure access to standards-based instruction (Action 1.7)
* Ongoing support and differentiated instruction (Actions 1.1, 1.6, and 1.10)

PLC teams across all sites are utilizing formative assessments, Lexile data, and classroom performance to monitor progress and adjust instruction to meet the needs of all student groups (Action 1.7).

To reduce suspension rates, Beardslee and Royal Oaks are focusing on prevention and early intervention strategies through MTSS and PBIS (Actions 1.6 and 2.1). These include:
* Clear behavioral expectations
* Tiered supports such as Check-In/Check-Out
* Restorative practices to repair harm and build positive school culture
* Training in the Conscious Discipline Framework

To address chronic absenteeism, schools implement strategies aligned with Action 2.4, including family outreach and intervention plans designed to improve student attendance (although improvements in 2024-25 resulted in no red at any schools in this area, vigilance is still needed).

College and Career Readiness (Mt. Olive High School Goal 5): To strengthen College and Career Readiness, Mt. Olive High School implements a comprehensive set of strategies designed to support students in planning for life beyond graduation. Academic counselors play a key role in helping students explore career pathways, set goals, and develop individualized postsecondary plans. Through partnerships with local Regional Occupational Programs (ROP), community colleges, and adult education programs, students have access to hands-on Career Technical Education (CTE) pathways. These opportunities include job shadowing, internships, and part-time employment with local businesses, providing valuable real-world experience. Additionally, the school hosts career days and invites guest speakers to expose students to a broad range of professions and postsecondary options. These efforts support the development of technical, professional, and decision-making skills aligned to students' individual goals. This work is supported by LCAP Actions 5.1, 5.2, and 5.5 to ensure all students graduate prepared for college, career, or both.

School Safety and Student Well-Being (Goal 2) includes targeted resources to strengthen school safety and improve perceptions of campus climate. Data from the California Healthy Kids Survey indicates a decline over the past two years in parents' perception of schools as safe places for their children. While student and staff perceptions have remained stable, they have not yet reached desired levels. Creating a welcoming and inclusive environment while maintaining strong safety protocols requires a careful balance. To address this, the District has implemented enhanced safety measures, including secure campus perimeters with controlled access points and locked entry systems. These strategies help ensure that only authorized individuals enter school campuses, thereby protecting the learning environment. Additionally, the District has expanded support services, including the addition of a School Resource Officer (Action 2.2) and increased access to counseling and mental health supports. Each school site now benefits from academic counselors and Licensed Clinical Social Worker (LCSW) interns, supervised by a District LCSW, to provide comprehensive student support.

Family Engagement and Parent Education (Goal 3) includes additional resources to strengthen parent education and engagement, particularly for families of low-income students, English learners, foster youth, and students experiencing homelessness. Research consistently demonstrates that increased parent engagement leads to improved student outcomes. To support this, Duarte Unified School District offers K–12 parent engagement workshops designed to meet the needs of historically underserved families. These workshops are provided in both English and Spanish to ensure accessibility and reflect a culturally responsive approach that honors the diverse backgrounds of the community. To further enhance communication, Family and Community Liaisons have been added at each school site to facilitate authentic two-way communication between families and schools. This addition directly responds to feedback from parents and the community and strengthens partnerships that support student success.

Increased and Improved Services for Unduplicated Pupils (Low-Income Students, English Learners, and Foster Youth): The following actions have been expanded to increase or improve services for low-income students, English learners (ELs), and foster youth, with a focus on accelerating academic achievement, strengthening instructional practices, and enhancing student support systems.

Academic Intervention and Instructional Support (Action 1.6) expands support through the addition of certificated intervention teachers at each K–6 and K–8 school. These teachers provide targeted small group instruction to address identified learning gaps. These teachers, with one now situated on each K-6/8 school site, will address math, as well as English, given the data on student performance in math over the past three years. Research strongly supports the use of intervention teachers as an effective strategy for improving outcomes for struggling students. The Institute of Education Sciences (IES) identifies Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) frameworks—both of which rely on trained intervention staff—as evidence-based approaches that accelerate student learning when implemented with fidelity. Additionally, research from the Annenberg Institute highlights the impact of high-dosage tutoring (three or more sessions per week), which has been shown to significantly improve academic performance. By placing an intervention teacher at each site, the District eliminates travel time and ensures timely, responsive support for both students and teachers. Combined with early identification systems such as universal screening and diagnostic assessments, this approach promotes equity by delivering the right support at the right time, resulting in more consistent academic growth and reduced performance disparities.

English Learner Supports and Professional Development (Actions 1.7 & 1.13). English learners (ELs) and Long-Term English Learners (LTELs) continue to experience challenges in academic performance. Action 1.13 provides professional learning in language acquisition and development for TK–12 teachers, along with targeted training in mathematics and reading instruction for teachers. Research indicates that high-quality professional learning is a critical lever in improving outcomes for historically underserved student groups. Action 1.7 further

strengthens the District's MTSS and PLCs framework by providing structured collaboration time for teachers. Through the use of physical education and art teachers to support scheduling, classroom teachers are given regular opportunities to meet, analyze student data, identify needs, and collaboratively plan targeted interventions. Research from the Learning Policy Institute (Darling-Hammond et al., 2017) emphasizes that effective professional development is sustained, collaborative, content-focused, and grounded in active learning—all elements embedded in this approach.

School Safety and Mental Health Supports (Actions 2.2 & 2.3). Action 2.2 expands campus security to proactively support the safety of low-income students, English learners, and foster youth. The addition of a District School Resource Officer (SRO) supports not only enforcement of safety protocols but also relationship-building and positive engagement with students. The SRO also provides guidance on strengthening campus security and supports specialized programs across the District. Action 2.3 expands counseling and mental health services to better meet student needs by placing counselors at every school site, eliminating the need to share staff across campuses. In addition, the development of Wellness Centers—staffed by Licensed Clinical Social Worker (LCSW) interns under the supervision of a District LCSW—provides comprehensive, accessible mental health services for students across grade levels.

Family Engagement and Communication (Action 3.2) expands parent and family engagement efforts through the addition of bilingual, site-based community liaisons. This program is designed to strengthen connections between schools and families, particularly for low-income students, English learners, and foster youth. Family and Community Liaisons support two-way communication, assist families in accessing resources, and help bridge cultural and linguistic gaps. This expansion directly responds to feedback from parents and the community, who identified improved two-way communication and stronger relationships with schools as a top priority.

Collectively, these expanded actions reflect Duarte Unified’s commitment to increasing and improving services for unduplicated pupils. By investing in targeted academic supports, high-quality instruction, safe and supportive environments, and strong family partnerships, the District continues to advance equity and ensure all students have the opportunity to succeed.

----- Baseline based on 2023 California Dashboard -----

The challenges as indicated by the lowest performance level on one or more state indicators on the 2023 Dashboard include:

Schools' performance with lowest level (red) on a state indicator:
Mt. Olive: Mathematics and College and Career Readiness.
Mt. Olive is addressing low achievement in mathematics with strategic targeted intervention to support students who enroll in this alternative high school already credit deficient in math. Action 1.1 and 1.2 will support the effort to increase math academic achievement. To address college and career, Action 1.5 will support the effort to provide students with specific guidance and CTE opportunities.

Beardslee and Valley View for Chronic Absenteeism (red)
Beardslee and Valley View have been working on addressing chronic absenteeism with focused effort on attendance incentives and on providing support to students who are resistant to attending school. Action 2.4 will support these efforts to decrease chronic absenteeism.

Student Groups at the District Level with lowest performance level (red):
Asian and Filipino: Chronic Absenteeism

Students with Disabilities: Graduation, ELA and College and Career Readiness
Homeless: College and Career Readiness

To address the chronic absenteeism, school staff have been trained to reach out to families who are taking their children out of school on extended absences and travel about options including independent study. Action 2.4 will support this effort to decrease chronic absenteeism. To address ELA performance, the Special Education Department has been analyzing instructional materials and strategies to follow up with more effective student supports that are used in the classroom (Action 1.1) To address the graduation rate and college and career, the special education staff has provided training to case managers and counselors on monitoring SWD credits earned toward graduation and CTE pathway completion (Action 1.5). A district Child Welfare and Attendance Coordinator will be added to the staff to assist in the most difficult attendance cases to improve attendance rates at all sites. (Action 2.4)

Student groups within a school with lowest performance level (red):
Beardslee: Hispanic, Low-income, SWD for Chronic Absenteeism (Action 2.4)
Duarte HS: English learners ELA and Math (Action 1.3); Homeless for Suspension (Action 2.1)
Maxwell: SWD for Suspension (Action 2.1)
Royal Oaks: SWD for ELA (Action1.1, 1.2, & 1.10): Two or more races, Low-income, White for Suspension (Action 2.1)
Valley View: English learners, Hispanic, low-income, SWD for Chronic Absenteeism (Action 2.4); SWD for math (Action 1.1, 1.2, & 1.10)
Mt Olive: Hispanic, and low-income students for College and career (Action 1.1, 1.5, 5.2, 5.4)

To address these low performing groups, each school is conducting a careful analysis of the students in these subgroups to identify actions that will support improvement. Schools will provide training for outreach to families about chronic absenteeism. Schools will utilize the MTSS process to focus preventative measures for suspendible behaviors. Academic tutoring and support by bi-lingual aides will be implemented for English learners. The IEP process will be utilized to make adjustments to instruction for low performing students with disabilities. Mt Olive High School will improve college and career readiness by strengthening their student guidance and by expanding concurrent enrollment at the community college. Wellness Rooms, staff by LCSW and interns, will be establish on each site to lower absenteeism and improve social-emotional health on all sites. (Action 2.3)

Learning Recovery Emergency Block Grant

Duarte Unified School District currently has approximately $1,624,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. A needs assessment was conducted during the 2024–25 school year to determine the highest-priority student learning recovery needs and to guide the use of remaining LREBG funds. As part of the needs assessment, the District analyzed multiple data sources, including the 2024 California School Dashboard, chronic absenteeism data, CAASPP scale scores in English language arts and mathematics, site-level needs assessments, teacher feedback, and teacher recommendations.

Teachers also completed a ThoughtExchange survey in response to the prompt: “What student groups are demonstrating the greatest academic need at your site?” The needs assessment showed that, while progress is being made, significant needs remain in English

language arts and mathematics, particularly among low-income students, English learners, long-term English learners, and students with disabilities.

The 2024–25 needs assessment identified the following areas of need:

English Language Arts — student groups with the lowest performance indicator within a school:

Duarte High School: Students with Disabilities, Long-Term English Learners
Beardslee: English Learners, Low-Income Students, Students with Disabilities
Maxwell: Students with Disabilities, Long-Term English Learners, Low-Income Students
Royal Oaks: Low-Income Students, Students with Disabilities
Valley View: Low-Income Students, Students with Disabilities

Mathematics — student groups with the lowest performance indicator within a school:

Duarte High School: Students with Disabilities, Long-Term English Learners
Beardslee: Students with Disabilities, Long-Term English Learners
Maxwell: Students with Disabilities, Long-Term English Learners, Low-Income Students
Royal Oaks: Low-Income Students, Students with Disabilities
Valley View: Low-Income Students, Students with Disabilities

English Learner Progress — school with the lowest performance indicator:

Maxwell

Chronic Absenteeism — student groups with the lowest performance indicator within a school:

Maxwell: Students with Disabilities, Long-Term English Learners
Royal Oaks: Students with Disabilities, Long-Term English Learners, African American Students

Suspension Rate — student groups with the lowest performance indicator within a school:

Duarte High School: Students with Disabilities
Beardslee: English Learners
Maxwell: Students with Disabilities, Long-Term English Learners
Royal Oaks: English Learners
Valley View: Low-Income Students, Students with Disabilities

College and Career Indicator — student group with the lowest performance indicator within a school:

Mt. Olive: Hispanic Students

The 24-25 needs assessment revealed the following:

ELA within a school - groups with lowest performance indicator (red):
* Duarte HS: SWD, LTELs
* Beardslee: English Learners, Low Income, SWD
* Maxwell: SWD, LTELS, Low Income
* Royal Oaks: Low Income, SWD
* Valley View: Low income, SWD

Math within a school - groups with lowest performance indicator (red):
* Duarte HS: SWD, LTELs
* Beardslee: SWD, LTELs
* Maxwell: SWD, LTELS, Low Income
* Royal Oaks: Low Income, SWD
* Valley View: Low income, SWD

English Learner Progress within a school with lowest performance indicator (red): Maxwell

Chronic Absenteeism within a school - groups with lowest performance indicator (red):
* Maxwell: SWD, LTELS
* Royal Oaks: SWD, LTELS, African Americans

Suspension Rate within a school - groups with lowest performance indicator (red):
* Duarte HS: SWD
* Beardslee: English Learners
* Maxwell: SWD, LTELS
* Royal Oaks: English Learners
* Valley View: Low income, SWD

College and Career within a school - groups lowest performance indicator (red): Hispanic students at Mt. Olive

Expanded Learning Time and Targeted Supports (Action 1.12). Based on the LREBG needs assessment, Action 1.12 – Enhanced Learning Opportunities will continue to expand instructional learning time from 2022–23 through 2027–28. This action is supported by $495,000 in Learning Recovery Emergency Block Grant (LREBG) funds and is designed to address learning loss, accelerate academic recovery, and reduce persistent achievement gaps. Action 1.12 provides targeted small-group instruction and high-dosage tutoring in reading and mathematics for students with identified academic needs, including low-income students, English learners, students experiencing homelessness, and foster youth. Services are provided during the regular school year and through expanded summer learning opportunities to ensure continuity of support and additional time for intervention, enrichment, and academic acceleration.

We will monitor the effectiveness of this action by:
CAASPP English language arts (Metric 1.1)
CAASPP Math (Metric 1.2)
CAST Science Assessment (Metric 1.3)
A-G Completion rate (Metric 1.8)

Research Support: The research base supports expanded learning time as an academic recovery strategy when additional time is intentionally designed, academically focused, implemented with fidelity, and delivered by qualified staff. A REL/Institute of Education Sciences meta-analysis reviewed more than 7,000 studies and identified 30 studies that met What Works Clearinghouse standards. The study found that increased learning time programs can have positive effects, particularly when implementation is strong, instruction is academic and intentional, and certified teachers deliver the instruction. The Wallace Foundation's review of more than 80 evaluations similarly found that expanded learning time models, including extended school day, extended school year, summer learning, and out-of-school-time academic supports, are designed to address academic achievement gaps by increasing access to learning opportunities inside and outside the traditional school day. Consistent with this research, the District will use assessment data, California School Dashboard results, and local data to identify students most in need of additional instructional time and to monitor the impact of services on academic recovery.

Action 1.12 (Expanded Learning Time) is a directly allowable use of LREBG funds under Education Code Section 32526(c)(2), which permits funds to be used to increase instructional days or minutes, provide summer school or intersessional instructional programs, or take other evidence-based actions that increase or stabilize instructional time or services based on pupil learning needs. Research supports expanded learning time as a learning recovery strategy when the additional time is intentionally designed, academically focused, delivered by qualified staff, and targeted to students with identified needs.

Instructional Improvement and Coherence (Action 1.13).Feedback from the 2026 LCAP ThoughtExchange highlighted the need for stronger coherence and more effective implementation of District programs, systems, and instructional practices. In response, Duarte Unified will prioritize professional learning, coaching, and systemwide capacity building during the 2026–27 school year. This action is supported by LREBG funds and is designed to strengthen instructional quality, improve implementation of evidence-based practices, and accelerate learning recovery for students with the greatest identified needs. A key focus of Action 1.13 will be improving mathematics instruction for all student groups, with particular attention to student groups identified through state and local data as needing additional support. Professional learning will support the adoption and implementation of new instructional materials, alignment to the 2023 California Mathematics Framework, and implementation of Cognitively Guided Instruction (CGI). These efforts will equip teachers with the knowledge, tools, and strategies needed to provide high-quality, differentiated, standards-aligned instruction. Action 1.13 will also support professional learning and coaching in literacy, English language development, intervention, assessment, and student support practices. Strengthening and aligning systems of professional learning across the District will remain a central priority to ensure consistent implementation, improved instructional services, and sustained improvement in student outcomes.

We will monitor the effectiveness of this action by:
CAASPP English language arts (Metric 1.1)
CAASPP Math (Metric 1.2)

CAST Science Assessment (Metric 1.3)
English Learner Progress Indicator (Metric 1.4)

Research Support: The use of LREBG funds for professional development and coaching is supported by research showing that high-quality, content-focused professional learning can improve teacher practice and student outcomes. The Learning Policy Institute identifies effective professional development as structured professional learning that changes educator practice and improves student learning, particularly when it is content-focused, includes active learning, supports collaboration, uses models of effective practice, provides coaching or expert support, includes feedback and reflection, and is sustained over time. Instructional coaching is also supported by causal research. Kraft, Blazar, and Hogan's meta-analysis of 60 causal studies found that teacher coaching had positive effects on both instructional practice and student achievement, with larger effects on instruction and moderate but meaningful effects on student outcomes. This supports the District's plan to pair professional development with coaching rather than relying solely on workshop-based training. The proposed professional learning is also aligned to California's adopted instructional frameworks. The 2023 California Mathematics Framework supports standards-based mathematics instruction and is intended to help educators strengthen teaching and learning aligned to California's mathematics standards. The ELA/ELD Framework supports implementation of both the California ELA/Literacy Standards and the California English Language Development Standards, making it especially relevant for improving outcomes for English learners and students needing literacy acceleration. In mathematics, the Institute of Education Sciences/What Works Clearinghouse also provides evidence-based recommendations for supporting students struggling with mathematics, including the use of assessment data to identify students needing support and the provision of targeted intervention.

Action 1.13 is an allowable use of LREBG funds because it supports academic learning recovery through evidence-based professional learning and coaching tied to identified student needs. Education Code Section 32526 allows LREBG funds to support learning recovery initiatives designed to accelerate progress, close learning gaps, and improve the instructional services provided to pupils. The professional learning and coaching funded through Action 1.13 were selected through the LREBG needs assessment process, are connected to identified academic gaps and student needs, and are designed to improve the quality, consistency, and effectiveness of instruction and support provided to students.

Action 2.5 Professional Development (LREBG) Part 1: Based on a needs assessment and analysis of the data, two strands of professional development will be provided with LREBG funds. First, Duarte Unified School District will provide targeted professional development for certificated and classified staff focused on trauma-informed practices, restorative practices, culturally responsive classroom management, and the Conscious Discipline framework. These trainings are designed to reduce chronic absenteeism, suspensions, and behavioral incidents among all students, particularly those at-promise students. Professional learning will include consultant-led training sessions, implementation resources, coaching support, and substitute coverage to maximize participation across school sites. Training will be ongoing and job-embedded, with an emphasis on developing a consistent, relationship-centered approach to discipline, student engagement, and classroom management throughout the district. A positive school climate and strong student-adult relationships are critical to student success, particularly for students who have experienced trauma, instability, or marginalization. Many at-promise youth face elevated stress and frequent transitions that increase their risk for behavioral challenges and chronic absenteeism. Conscious Discipline is an evidence-based, trauma-informed approach that helps adults regulate their own emotions so they can effectively model and teach these skills to students, resulting in improved classroom management, stronger relationships, and increased student engagement.

We will monitor the effectiveness of this portion of the action by:

Chronic Absenteeism Rate (Metric 2.4)
Suspension Rate (Metric 2.8)
CALPADS Incident Report 7.10 (Metric 2.10)

Research Support: Research from the Harvard Center on the Developing Child and the National Child Traumatic Stress Network demonstrates that trauma-informed practices improve emotional regulation, reduce conflict, and promote safer learning environments. Research published in Children & Schools (2018) found that restorative practices contribute to reduced suspension rates and increased student engagement. Additionally, culturally responsive classroom management supports inclusive learning environments and helps address the disproportionate discipline outcomes often experienced by students of color and English Learners. By strengthening staff capacity to create safe, inclusive, and emotionally supportive learning environments, this action addresses root causes of behavioral incidents and absenteeism while fostering a stronger sense of safety, belonging, and connection for students.

Part 2: A second strand of professional learning will focus on improving mathematics achievement, particularly for English Learners and low-income students. Secondary teachers will work with expert consultants to collaboratively develop and implement a districtwide vision for mathematics instruction grounded in the California Mathematics Framework. At the elementary and middle school levels, teachers will engage in professional learning centered on Cognitively Guided Instruction (CGI), a research-based, student-centered approach that builds conceptual understanding through problem-solving and mathematical discourse. Traditional, abstract, algorithm-driven mathematics instruction can create barriers for many students, particularly English Learners and low-income students. Through coaching and ongoing professional learning, teachers will learn to leverage CGI as an entry point into complex mathematical thinking by building on students' prior knowledge, language, and problem-solving strategies. Because CGI utilizes story problems, contextualized learning experiences, and student-generated explanations, it also serves as a powerful integrated English Language Development (ELD) strategy while supporting early intervention and acceleration in mathematics.

We will monitor the effectiveness of this second portion of the action by:
CAASPP Mathematics (Metric 1.2)
English Learner Progress Indicator (Metric 1.4)
Chronic Absenteeism Rate (Metric 2.4)

Research Support: The efficacy of Cognitively Guided Instruction (CGI) is supported by decades of research demonstrating its positive impact on student achievement, mathematical reasoning, and instructional practice (Franke et al., 2026; Ramalia, 2025; Rua, 2025; Schoen, 2024; Wang et al., 2025). Research has found that students participating in CGI classrooms demonstrate stronger problem-solving skills, deeper conceptual understanding, and increased mathematical discourse compared to students in more traditional instructional settings. CGI emphasizes student thinking, real-world problem solving, and discussion-based learning, making mathematics more accessible to a diverse range of learners. Because students are encouraged to explain their reasoning and build upon their existing knowledge, CGI provides meaningful entry points for English Learners and students who may struggle with traditional, procedure-focused mathematics instruction. Studies have also demonstrated positive outcomes for historically underserved student groups, including English Learners and low-income students, with evidence suggesting that student-centered mathematical discourse and conceptual learning can contribute to narrowing achievement gaps over time. By strengthening teacher capacity to implement these research-based instructional practices, the district seeks to improve mathematics achievement, increase student engagement, and provide more equitable access to rigorous mathematical learning opportunities.

Action 2.5 (Professional Development LREBG) is an allowable use of LREBG funds as it supports evidence-based learning strategies designed to accelerate academic progress, close learning gaps, and address barriers to student success. The professional learning and coaching funded through Action 2.5 were selected through the LREBG needs assessment process, are connected to identified academic gaps and student needs, and are designed to improve the quality, consistency, and effectiveness of instruction and support provided to students (Ed Code 32526).

Reflections: Technical Assistance

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

Duarte Unified School District is eligible for Differentiated Assistance based on the following student groups and respective CA Dashboard indicators:

2024 Differentiated Assistance (DA) Eligible Student Groups: (In Year 2 support)

-Long-Term English Learners: CAASPP (ELA=Red; Math=Red), Chronic Absenteeism and Suspension Rate

-Foster Youth: Chronic Absenteeism and Suspension Rate

-Students with Disabilities: CAASPP (ELA=Red; Math=Red), Suspension Rate

2025 Differentiated Assistance (DA) Eligible Student Groups:

-African American: CAASPP (ELA=Orange; Math=Red), Suspension Rate

All of these student groups will continue to be prioritized throughout the LCAP to address persistent disparities in academic performance, attendance, and discipline outcomes.

Improving Attendance and Reducing Chronic Absenteeism (Actions 2.4 & 1.7)
From the 2024 CA Dashboard, Duarte Unified was identified for Differentiated Assistance in part due to chronic absenteeism among Foster Youth and Long-Term English Learners (LTELs). In response, the District implemented targeted strategies that resulted in improved attendance across nearly all student groups. Through Action 2.4, staff were trained to proactively engage families when students were at risk

of extended absences, including outreach to those traveling and offering flexible options such as independent study, when appropriate. Additionally, schools strengthened their use of Multi-Tiered System of Supports (MTSS) through focused attendance meetings (Action 1.7), identifying at-risk students and partnering with families to implement targeted interventions. By increasing family awareness of the importance of consistent attendance and strengthening school-based systems for monitoring and support, the district saw a reduction in chronic absenteeism. Schools recognized that monitoring attendance was as critical as tracking academic progress, and staff remained intentional and proactive in their efforts.

Duarte Unified will continue to build on this progress to ensure sustained improvement and prevent regression in attendance outcomes.

District and site leadership teams engaged in a comprehensive data analysis process using California School Dashboard indicators, disaggregated by student group, to identify performance gaps. This process emphasized outcomes for Long-Term English Learners, Foster Youth, Students with Disabilities, and African American students, with a focus on chronic absenteeism, suspension rates, and academic achievement. District leadership modeled data analysis protocols with principals, who in turn facilitated similar data discussions with their site teams during regular collaboration cycles. Additionally, school sites reviewed and aligned their Single Plans for Student Achievement (SPSAs) to ensure coherence with LCAP goals and identified needs.

To address academic performance gaps for LTELs, Students with Disabilities, and African American students, the District will continue to implement the following strategies:
* High-Dosage Tutoring (Actions 1.1, 1.4): Targeted small-group and one-on-one instruction in reading and mathematics, focusing on foundational literacy skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) and mathematics skills (fluency, problem-solving, and mathematical discourse).
* Supplemental Instructional Resources (Action 1.1): Provision of differentiated materials to reinforce learning and support skill development.
* Data-Driven Instruction: Ongoing use of benchmark assessments to monitor student progress and adjust instruction based on identified needs.
* Differentiated Instruction: Tailoring instruction to students' language proficiency and academic levels to ensure access to grade-level standards.
* Use of collaborative PLC structures to deconstruct student learning and share "best practices" based on data to accelerate students' academic growth
These strategies will also benefit other students in the District.

This approach ensures that instruction is responsive, equitable, and aligned to the specific needs of targeted student groups.

To reduce chronic absenteeism among Foster Youth and LTELs, the District is implementing the following:
* Strengthened home–school communication and case management for high-risk students
* Increased referrals to on-site mental health services to address social-emotional barriers
* Collaboration with School Resource Officers and CWA Coordinator to conduct home visits for students with persistent attendance concerns
* Partnerships with community agencies to address basic needs such as food, clothing, and housing

These efforts align with Actions 2.3 (Mental Health Support) and 2.4 (Attendance Initiative) and are designed to remove barriers to consistent school attendance.

To reduce suspension rates among Foster Youth, LTELs, Students with Disabilities, and African American students, the District is implementing the following:
* Professional Development (Action 2.5): Training in trauma-informed practices, restorative approaches, and culturally responsive behavior strategies to build staff capacity for supportive, non-exclusionary responses to behavior
* PBIS Data Monitoring (Action 2.1): Regular review of Office Discipline Referrals (ODRs) and suspension data to ensure equitable practices and address disproportionality
* MTSS/PLC Integration (Action 1.7): Embedding behavioral supports within the MTSS/PLC framework to monitor progress and intervene early
* Focus on Adult Practices (Actions 2.5, 2.2): Building staff awareness of how adult behaviors, classroom management practices, and consistency impact student outcomes, with targeted training to address disparities
* Additional training will include the use of new campus safety tools to maintain secure environments while preserving welcoming and supportive school climates.

These coordinated actions support the development of safe, inclusive, and supportive learning environments, reduce reliance on exclusionary discipline practices, and ensure that historically underserved student groups remain engaged and supported in their academic progress.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers are actively engaged in providing feedback to inform the development and refinement of the Local Control and Accountability Plan (LCAP). A ThoughtExchange survey was conducted to gather teacher input on the progress of LCAP goals, allowing them to share insights and recommendations based on their classroom experiences. Information regarding the survey was distributed through site newsletters, special groups, and bargaining units. Staff meetings were used to collect input on topics of interest. In addition, the District hosted over four public meetings where teachers were present. A public meeting was held on 2/19/26 to conduct a deep dive into the CA School Dashboard academic performance, academic engagement, condition and climate and their alignment to LCAP goals where teachers were present. Teachers reviewed LCAP goals and their alignment to school's SPSA goals during site meetings. Teachers attended Community Engagement Meetings, along with Parents, Community Members, administrators, and some students on 3/26/26, 4/30/26, and 5/21/26. The topics centered on actions to improve students' educational experiences, particularly within the LCAP. Teachers also completed California School Staff Survey, providing direct input for Goal 2.
Principals	LCAP goals were discussed during monthly principal meetings to collaboratively monitor and support implementation, review data, and identify potential adjustments to actions and services. Principals reviewed California School Dashboard data during the January 7,

Educational Partner(s)	Process for Engagement
	2026 meeting and evaluated progress toward LCAP goals in connection with their mid-year review of each school's Single Plan for Student Achievement. A public meeting was held on February 19, 2026, to conduct a deeper review of California School Dashboard results, including academic performance, academic engagement, conditions and climate, and alignment to LCAP goals. This provided an opportunity to examine student outcomes and identify areas of need connected to LCAP priorities. Principals were also engaged in the development of the LCAP through participation in the ThoughtExchange survey, which collected feedback and input on progress toward LCAP goals and potential recommendations for the upcoming year. The ThoughtExchange survey was sent to principals on March 18, 2026, and remained open through April 21, 2026. In addition, individual meetings were held with each principal between March 17 and March 24, 2026, to discuss progress on LCAP goals and actions, implementation successes and challenges, and potential additions or revisions for the upcoming year. Principals also participated in Community Engagement Meetings with parents, community members, staff, and students on March 26, April 30, and May 21, 2026. These meetings focused on actions to improve students' educational experiences, particularly those connected to the LCAP.
Administrators	LCAP meetings were conducted quarterly with district administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions and services. A public meeting was held on February 19, 2026, to conduct a deep dive into California School Dashboard data, including academic performance, academic engagement, conditions and climate, implementation progress, and mid-year expenditure data. District administrators were also engaged in the development of the LCAP through participation in the ThoughtExchange survey. The survey provided administrators an opportunity to review progress toward LCAP goals, offer recommendations, identify areas of need, and provide input on potential revisions for the upcoming year. The ThoughtExchange survey was sent to district administrators on March 18, 2026, and remained open through April 21, 2026. ThoughtExchange responses were public to participants, allowing

Educational Partner(s)	Process for Engagement
	individuals to review ideas shared by others and rate their level of agreement. Administrators also attended Community Engagement Meetings with parents, community members, teachers, and students on March 26, April 30, and May 21, 2026. These meetings focused on actions to improve students' educational experiences, particularly those connected to the LCAP. Through quarterly meetings, public data review, ThoughtExchange participation, and community engagement meetings, district administrators contributed to the ongoing analysis, development, and refinement of the LCAP.
Other School Personnel	The district actively engages a broad range of school personnel in the LCAP development process to ensure that staff perspectives are included in districtwide planning and decision-making. A Principal–Special Education Collaborative meeting is conducted quarterly, with instructional aides, occupational therapists, speech and language pathologists, school psychologists, counselors, and other support staff invited to participate. These educational partners provide valuable input regarding student needs, effective supports, and areas where additional resources or interventions may be needed. In addition, principals gather feedback through English Learner Advisory Committee (ELAC) meetings, School Site Council (SSC) meetings, staff meetings, and other site-based meetings. During these meetings, principals share each school's Single Plan for Student Achievement (SPSA) goals and explain how those goals align with district LCAP goals and state priorities. Feedback from these meetings is communicated to district leadership to demonstrate how site-level priorities contribute to districtwide LCAP outcomes and to help identify needed supports, services, and adjustments. This input is carefully reviewed and used to inform the annual update of the LCAP, ensuring alignment between school site priorities and districtwide planning. Staff also completed the California School Staff Survey, providing direct input related to Goal 2. To gather additional feedback, the ThoughtExchange survey was sent to all staff by email and posted on bulletin boards in staff lounges. The survey opened on March 18, 2026, and remained available through April 21, 2026. ThoughtExchange responses were visible to participants, allowing staff to review ideas shared by others and rate their level of agreement. In addition, school staff participated in Community

Educational Partner(s)	Process for Engagement
	Engagement Meetings with parents, community members, and students on March 26, April 30, and May 21, 2026. These meetings focused on actions to improve students' educational experiences, particularly those connected to the LCAP.
Certificated Bargaining Unit	The district made intentional efforts to involve the collective bargaining unit in the development of the Local Control and Accountability Plan (LCAP). An individual meeting with the leadership of the certificated bargaining unit was held on March 27, 2026, to gather input regarding prior LCAP implementation, current needs, and potential actions for the upcoming year. Several public meetings were also held to share LCAP updates and gather feedback from all educational partners, including bargaining unit members. A public meeting was held on February 19, 2026, to conduct a deep dive into California School Dashboard data, including academic performance, academic engagement, conditions and climate, implementation progress, and mid-year expenditure data. Bargaining unit members and leadership attended Community Engagement Meetings with parents, community members, administrators, school staff, and students on March 26, April 30, and May 21, 2026. These meetings focused on actions to improve students' educational experiences, particularly those connected to the LCAP. An additional meeting was held with bargaining unit leadership on June 11, 2026, to review the LCAP budget and provide an opportunity for further input. The district continues to make ongoing efforts to consult regularly with the DUEA Executive Leadership Team. This collaborative approach helps ensure that the perspectives of the collective bargaining unit are considered in the development, implementation, and refinement of LCAP goals, actions, and services.
Classified Bargaining Unit	The district engages classified staff in the development of the Local Control and Accountability Plan (LCAP) through multiple engagement opportunities and consultation meetings. A public meeting was held on February 19, 2026, to conduct a deep dive into California School Dashboard data, including academic performance, academic engagement, conditions and climate. A dedicated consultation meeting was also held on May 19, 2026, with leadership of the classified collective bargaining unit to identify needs and gather input from bargaining unit members. During this meeting, LCAP goals and

Educational Partner(s)	Process for Engagement
	actions were reviewed, and feedback was gathered to inform planning and implementation. Classified bargaining unit members and leadership also attended Community Engagement Meetings with parents, community members, administrators, school staff, and students on March 26, April 30, and May 21, 2026. These meetings focused on actions to improve students' educational experiences, particularly those connected to the LCAP. An additional meeting was held with bargaining unit leadership on June 11, 2026, to review the LCAP budget and provide an opportunity for further input. This collaborative approach helps ensure that the perspectives of classified staff and the collective bargaining unit are considered in the development, implementation, and refinement of LCAP goals, actions, and services.
Parents	Parents were actively engaged in the review of LCAP goals and priorities through School Site Council meetings, particularly during the development and monitoring of each school's Single Plan for Student Achievement (SPSA). Because SPSAs align with LCAP goals, these meetings supported coherence between school site planning and districtwide priorities. Parents provided valuable input on strategies, actions, and budget expenditures, contributing to a shared commitment to improving student outcomes. A public meeting was held on February 19, 2026, to conduct a deep dive into California School Dashboard data, including academic performance, academic engagement, conditions and climate, implementation data, and mid-year expenditure data. Mid-year data were also reviewed with parents at the DELAC meetings on March 13, April 22, and May 22, 2026. Additional feedback was collected through Community Engagement Council meetings held on March 26, April 30, and May 21, 2026. Parents were also engaged in the development of the LCAP through the ThoughtExchange survey, which provided an opportunity to review progress toward LCAP goals, offer recommendations, and identify priorities for the upcoming year. The survey was sent to parents on March 25, 2026, and remained open through April 21, 2026. ThoughtExchange responses were visible to participants, allowing parents to review ideas shared by others and rate their level of agreement. Feedback trends were analyzed, filtered for parent responses, prioritized, and used to inform updates to the LCAP. The

Educational Partner(s)	Process for Engagement
	final draft of the 2026–27 LCAP was shared with parents at the DELAC meeting on May 22, 2026, and at the Community Engagement Council meeting on May 21, 2026. Parents also completed the California School Parent Survey, providing direct input related to Goals 1–3.
Students	Students were actively engaged in the development of the Local Control and Accountability Plan (LCAP) through multiple feedback opportunities. Students completed the California Healthy Kids Survey, which provided valuable input related to school climate, safety, connectedness, and student well-being. This feedback directly informed the development of LCAP Goal 2: Welcoming, Positive, and Supportive Schools. Students also participated in the LCAP ThoughtExchange survey, which was designed to collect feedback on progress toward LCAP goals and gather student recommendations for improvement. The ThoughtExchange survey was made accessible to students through email, the district website, and social media beginning March 18, 2026, and remained open through April 21, 2026. Student responses were filtered, analyzed, and used to inform the refinement and development of LCAP goals, actions, and services. In addition, some students participated in Community Engagement Meetings with parents, community members, administrators, and school staff on March 26, April 30, and May 21, 2026. These meetings focused on actions to improve students' educational experiences, particularly those connected to the LCAP. Several local Google Form surveys also provided opportunities for students to share feedback regarding their needs, experiences, and priorities. This input was reviewed as part of the LCAP development process and helped ensure that student voice was considered in district planning and decision-making.
Equity Multiplier funds: Mt. Olive Teachers and Bargaining Unit	As part of the educational partner engagement process, the district conducted surveys for Mt. Olive students, families, and staff to gather input related to student needs, potential actions to address those needs, and recommended updates to the Local Control and Accountability Plan (LCAP). This feedback was especially important in the development and refinement of Goal 5, which focuses on Equity Multiplier funding and the unique needs of Mt. Olive students. Teacher input was also gathered during a Mt. Olive School Site

Educational Partner(s)	Process for Engagement
	Council meeting. During this meeting, staff provided feedback on strategies to address students' needs, with a focus on promoting equity, implementing effective interventions, and providing targeted supports. This site-level engagement helped ensure that Goal 5 reflected the diverse voices, experiences, and priorities of the Mt. Olive school community. Teachers also responded to the ThoughtExchange survey, which included one section with questions specific to Goal 5, Equity Multiplier funds, and related actions. The survey provided an opportunity for teachers to review progress, offer recommendations, and identify priorities for the upcoming year. The survey was sent to teachers on March 25, 2026, and remained open through April 21, 2026. Responses were visible to participants, allowing teachers to review ideas shared by others and rate their level of agreement. Mt. Olive teachers also participated in Community Engagement Council meetings on March 26, April 30, and May 21, 2026, where they shared perspectives on school needs and recommendations. In addition, monthly staff meetings supported implementation of resilience and perseverance strategies to better prepare students for college, career, and life. During the 2025–26 school year, bimonthly discussions focused on identifying equity challenges and developing responsive strategies. Staff also participated in professional development on August 11, 2025, October 13, 2025, and January 26, 2026. These workshops addressed the needs of Mt. Olive's low-income and transient student population and emphasized evidence-based supports, including the Resilience Game Plan A framework. LCAP Goal 5 was discussed during these sessions to gather input and strengthen alignment between staff learning, student needs, and Equity Multiplier actions. Blessed by size, feedback was a received on a regular basis (MIT has four teachers). Bargaining unit members and the rep were consulted.
Equity Multiplier funds: Mt. Olive Administrator	LCAP goals, including Goal 5: Equity Multiplier, were discussed during monthly principal meetings to collaboratively monitor and support implementation, review data, and identify potential adjustments to actions and services. The Mt. Olive Principal reviewed California School Dashboard data during the January 7, 2026 meeting

Educational Partner(s)	Process for Engagement
	and evaluated progress toward LCAP goals in connection with the mid-year review of each school's Single Plan for Student Achievement. A public meeting was held on February 19, 2026, to conduct a deeper review of California School Dashboard results, including academic performance, academic engagement, conditions and climate, and alignment to LCAP goals. This meeting provided an opportunity to examine student outcomes and identify areas of need connected to LCAP priorities. Mt. Olive's principal was also engaged in the development of the LCAP through participation in the ThoughtExchange survey, which included a section specific to Goal 5, Equity Multiplier funds, and related actions. The survey collected feedback and input on progress toward LCAP goals and gathered recommendations for the upcoming year. The ThoughtExchange survey was sent to principals on March 18, 2026, and remained open through April 21, 2026. In addition, an individual meeting was held with Mt. Olive's principal on March 17, 2026, to discuss progress on LCAP goals and actions, implementation successes and challenges, and potential additions or revisions for the upcoming year, including specific discussion related to Goal 5. Mt. Olive's principal also participated in Community Engagement Meetings with parents, community members, staff, and students on March 26, April 30, and May 21, 2026. These meetings focused on actions to improve students' educational experiences, particularly those connected to the LCAP and Goal 5: Equity Multiplier funds.
Equity Multiplier funds: Other School Personnel and CCSE Bargaining Rep at Mt. Olive	As part of the educational partner engagement process, the district conducted surveys for Mt. Olive staff to gather input related to student needs, potential actions to address those needs, and recommended updates to the Local Control and Accountability Plan (LCAP). This feedback was especially important in the development and refinement of Goal 5, which focuses on Equity Multiplier funding and the unique needs of Mt. Olive students. Additional input from Mt. Olive personnel was gathered during a School Site Council meeting. During this meeting, staff provided feedback on strategies to address students' needs, with a focus on promoting equity, implementing effective interventions, and providing targeted supports. Staff also responded to the ThoughtExchange survey, which included a section specific to Goal 5, Equity Multiplier funds, and related actions. The survey

Educational Partner(s)	Process for Engagement
	provided an opportunity for staff to review progress, offer recommendations, and identify priorities for the upcoming year. The survey was sent to staff on March 25, 2026, and remained open through April 21, 2026. Responses were visible to participants, allowing staff to review ideas shared by others and rate their level of agreement. This site-level engagement helped ensure that the LCAP reflects the diverse voices and priorities of the Mt. Olive school community. Mt. Olive staff also attended Community Engagement Council meetings on March 26, April 30, and May 21, 2026, where they shared perspectives on school needs and recommendations. Monthly staff meetings were held to support implementation of resilience and perseverance strategies aimed at better preparing students for college, career, and life. During the 2025–26 school year, bimonthly discussions also focused on identifying equity challenges and developing responsive approaches to address them. In addition, staff participated in professional development on August 11, 2025; October 13, 2025; and January 26, 2026. These workshops addressed the needs of Mt. Olive's low-income and transient student population and emphasized the implementation of evidence-based solutions and supports, including the Resilience Game Plan A framework. Blessed by size, feedback was received on a regular basis (MIT has six 6 staff members, other than certificated teachers).
Equity Multiplier funds: Mt. Olive Parents	As part of the educational partner engagement process, the District conducted separate surveys for staff, families, and students at Mt. Olive to gather input on student needs, potential actions, and recommended updates to the Local Control and Accountability Plan (LCAP). Additional input was gathered during a School Site Council meeting, where families shared feedback focused on equity, effective interventions, and targeted supports. Regular parent meetings were also held to discuss Equity Multiplier Funds and engage families in the development of the LCAP on 4/15/26 and Parents participated in a ThoughtExchange survey, open from March 28, 2026 through April 21, 2026, which provided an opportunity to offer feedback on LCAP progress and share recommendations. Mt. Olive teachers and parents also attended CEC meetings and voiced their views on needs and

Educational Partner(s)	Process for Engagement
	recommendations for the school on 3/26/26, 4/30/26, and 5/21/26. Nearly 8% of MIT parents were in attendance at these meetings.
Equity Multiplier funds - Mt. Olive Students	Students were engaged in the development of the LCAP through participation in on-campus focus groups held on February 12, 2026. These focus groups provided students with an opportunity to share their perspectives on school needs, student supports, and actions that could improve their educational experience, particularly in relation to Goal 5 and Equity Multiplier funding. Students also participated in the ThoughtExchange survey, which collected feedback on the progress of LCAP goals and gathered recommendations for improvement. The survey included a section specific to Goal 5, Equity Multiplier funds, and related actions. It provided students with the opportunity to review progress, offer recommendations, and identify priorities for the upcoming year. The ThoughtExchange survey was sent to students on March 25, 2026, and remained open through April 21, 2026. Responses were visible to participants, allowing students to review ideas shared by others and rate their level of agreement. Student feedback was reviewed and used to help inform the refinement of LCAP Goal 5 and related actions. Students participated in student forums throughout the year.

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

The development of the 2026-27 Local Control and Accountability Plan (LCAP) was significantly shaped by input from educational partners, including parents/guardians, District employees (teachers, administrators, and classified staff), students, and community members. Engagement efforts included meetings with key advisory groups and the use of a digital platform, ThoughtExchange, which allowed educational partners to provide input in English or Spanish. To encourage broad participation, feedback opportunities were publicized through the District website, ParentSquare, and school newsletters. During a four-week engagement window from late March through April, a total of 128 educational partners participated via ThoughtExchange: 76 parents/guardians, 40 staff members, 1 student, and 11 community members. The ideas, suggestions, and feedback collected through this process played a key role in shaping the LCAP. Data from ThoughtExchange survey and input from educational partner meetings were carefully analyzed to identify common themes and priorities, which informed the enhancement of existing actions aligned with student and community needs. The 2026-27 LCAP draft was presented to the Parent Advisory Committee (PAC-CEC) on May 21, 2026, and the District English Learner Advisory Committee (DELAC) on May 22, 2026. The Superintendent responded in writing to the feedback from both groups, ensuring transparency and thoughtful consideration of their recommendations.

Feedback from educational partner engagement opportunities, combined with ThoughtExchange Results were used to identify common priorities that informed the development and refinement of the LCAP. Several key themes emerged from engagement activities, including the need for:

* Increased academic support before, during and after school, particularly in math
* More targeted support to close achievement gaps for English Learners, African Americans, and Low Income students;
* Increased Intervention Teachers so each site has one on site that can address both ELA and Math;
* Higher academic expectations and rigorous CTE courses supported by more instructional time, high-quality teachers, and equitable access to learning opportunities;
* More effective teaching strategies, including smaller class sizes, to provide personalized attention and create a more supportive environment for students;
* Enhancing language support to assist in language acquisition and help close achievement gaps;
* More consistent and coherent implementation of programs and support structures;
* More collaboration time with colleagues to deconstruct student learning and share successful strategies to improve student achievement;
* Expanded high-interest reading materials in the libraries for low-level readers;
* More counseling and mental health supports to address high level of students' needs;
* Increased community engagement and parent education opportunities to help families navigate the educational system and better support their children;
* More opportunities for authentic communication and collaboration between home and school to foster a climate of trust and form stronger partnerships;
* More programs to support and engage students with school both in and out of the classroom, including extracurricular and athletic activities; and,
* A need for school cultures that embrace diversity and foster inclusion so all students feel safe, supported, and respected.

Synthesis of this data resulted in large overarching trends include:

Goal 1 Support Programs and Inclusivity: There is a call for more robust support programs, especially for students requiring additional academic assistance. Participants express concerns about the adequacy of current interventions and the need for more inclusive practices. While existing efforts are acknowledged, there is a consensus that more needs to be done to ensure equitable access to resources and opportunities. Teacher professional learning was also mentioned as a critical area of improvement in regards to enhancing teaching practices related to creating positive learning environments and improving student engagement.

Goal 1 Academic and Career Preparation: The feedback indicates a desire for more career-oriented programs and advanced coursework. Participants suggest expanding rigorous CTE pathways and dual enrollment opportunities to better prepare students for college and careers. Field trips to colleges and universities to expose students to higher education early on was also desired. While progress is noted, there is a demand for more alignment and consistency in program offerings across the District.

Goal 2 Safety and Well-being: Ensuring a safe and supportive environment is a priority for many participants. There are calls for increased access to counseling and mental health services, better behavior management, and a stronger focus on creating a culture of safety and belonging. While positive efforts are recognized, the need for more consistent implementation and dedicated resources is evident.

Goal 3 Community and School Engagement: Participants emphasized the importance of fostering a stronger, more authentic community and school connection. Many suggested enhancing communication channels and creating more authentic opportunities for parental involvement. Creating a welcoming environment where families feel included and valued at both the school and District levels is important. While some feel the District is making strides in this area, others believe there is room for improvement, particularly in reaching underrepresented families and ensuring consistent engagement across all sites.

Goal 4 Facilities and Resources: Updating technology for both staff and students was identified as a necessary action to support modern education. Expanding educational programs, including CTE, arts, and hands-on learning, was frequently mentioned as a priority. While some staff and programs are praised, there is a call for more intentional investment in professional growth that aligns with instructional priorities.

Goal 5: MIT Equity Multiplier Grant. Feedback from educational partners at Mt. Olive High School played a critical role in shaping the Equity Multiplier goals and actions in the 2026-2027 LCAP. Parents, staff, students, and community members consistently emphasized the need to address persistent academic achievement gaps and ensure equitable access to high-quality teaching and learning for all students. Their input reinforced the importance of expanding targeted interventions and support systems, particularly for students who have historically been underserved. Educational partners also highlighted the need to continue strengthening college and career guidance, with a focus on increasing access to workshops, internships, and work-based learning experiences. As a result, the Equity Multiplier actions are designed to reduce the percentage of students graduating unprepared for postsecondary opportunities by ensuring every student has access to rigorous instruction, individualized support, and clear pathways to success beyond high school.

After reviewing all data collected from educational partners, the LCAP goals remained unchanged, and no actions were eliminated; however, several actions were expanded, and the use of other state and federal funds were combined with Supplemental and Concentration funds to maximize services for unduplicated students. The LCAP adjustments are outlined below:

2026-2027 LCAP Adjustments:

Goal 1: College, Career, and Life Readiness:
* Expand collaboration within PLC framework, focusing on increasing achievement and closing gaps for EL, foster, homeless, and low-income students through the use of 2 additional PE Teachers and 3 additional Art Teachers (Action 1.7)
* Expand support for ELs and low-income students by adding two intervention teachers so each K-8 site has their own teacher that can address both Reading and Math (Action 1.6)
* Expand support to ELs and their teachers with an EL TOSA at District (1/2 FTE) and Site EL TOSA (1/2 FTE) at a school with highest EL percentages and lowest EL Progress (Action 1.4) (Title III)
* Expand support for teachers to increase achievement and close gaps for ELs, foster youth, and English Learners by TLC coaches with training and access to a job-alike network (Action 1.1) and professional learning for teachers (Action 1.13)
* Add high-interest low-level reading materials to the libraries so students are reading more frequently (Action 1.1)

Goal 2: Welcome, Positive, and Supportive Schools:
* Expand the Mental Health Support system with three additional counselors and one LCSW, with interns, so as to improve students' access to academic and mental health supports (Action 2.3)

* Expand support for improving attendance through the use of a centralized CWA assisting all the sites and providing support in contacting families and handling the most difficult cases (Action 2.4)
* Expand training for staff to strengthen interactions with students and promote positive school climates, including sessions on unique issues with African American students (Action 2.5)
* Add Entry Buzzer Systems to each campus to increase the safety and security of both staff and students (Action 2.2)

Goal 3: Family and Community Partnerships
* Strengthen Family/Community Partnerships by adding a bilingual Family and Community Liaison at each site to act as a bridge between home, school, and the community, facilitating communication between parents and school staff, encouraging parent involvement, and providing resources to families in need. A District Coordinator of Family and Community Engagement will coordinate actions and services into a coherent network. (Action 3.1)
* Portable Translation Devices for every site so one is always available and accessible (Action 3.4)

Input provided by educational partners was carefully reviewed and used to refine and strengthen the goals and actions within the LCAP. This feedback informed the development of new strategies and support structures designed to improve student outcomes and address identified areas of need. Educational partner input directly influenced the actions and services outlined throughout the LCAP and helped guide decisions related to academic supports, student engagement, school climate, attendance, family involvement, and college and career readiness. The LCAP goals align with the District's overarching mission: “To provide the knowledge, skills, and inspiration for each student to be successful in college, career, and life.”

Educational partners continue to play a vital role in shaping the specific actions and services associated with each goal, ensuring that District priorities reflect the needs, experiences, and perspectives of the broader school community. These updates reflect the District's ongoing commitment to equity, access, continuous improvement, and meaningful collaboration with students, staff, families, and community partners in support of student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College, Career and Life: Provide equitable access to teaching and learning that improves outcomes for all students and closes the achievement gap.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Duarte Unified School District (DUSD) recognizes significant disparities in academic achievement among low-income students, English learners, Long-Term English Learners, and foster youth compared to their peers. These disparities create an achievement gap that must be addressed to ensure equitable opportunities for all students to succeed.

This goal was developed in response to ongoing academic performance gaps and the need to ensure that all students are prepared for success in college, career, and life. Current performance data indicates that many students—particularly those in historically underserved student groups—are not yet meeting academic standards at levels necessary for long-term postsecondary success.

Student Performance Data (Distance from Standard - DFS) from 2025 CA Dashboard on SBAC:

SBAC English Language Arts (ELA)
All Students: -8.5 DFS
Low-Income: -32.0 DFS
English Learners: -53.6 DFS
Long-Term English Learners: -70.6 DFS
Students with Disabilities: -107.2 DFS
African American: -57.7 DFS

SBAC Math
All Students: -52.8 DFS
Low-Income: -73.9 DFS
English Learners: -89.8 DFS
Long-Term English Learners: -138.2 DFS
Students with Disabilities: -142.5 DFS

African American: -116.8 DFS

Graduation Rate:
All Students: 95.6%
Low-Income: 96.5%
English Learners: 97.1%
Long-Term English Learners: 98.1%
Students with Disabilities: 87.5%

Students with disabilities continue to show significant gaps in both Graduation Rate and the College/Career Indicator, further highlighting the need for focused support.

Educational Partner Feedback (2023/24, 2024/25. 2025/26):

Feedback from families and educational partners consistently reinforced the importance of addressing:
* Equity concerns, particularly related to racial disparities and special education services
* The need for more individualized academic support
* Teacher quality, instructional capacity, and professional learning
* Structural supports such as intervention staff and class size reduction
* Access to diverse and engaging course offerings with available staffing
* Rigorous A–G coursework and clearly defined Career Technical Education (CTE) pathways

Strategies to Achieve Goal 1:
* Equitable Access to Resources: Ensure all students—particularly those from historically underserved groups—receive the support and services they need (Action 1.1).
* Targeted Interventions: Implement class-size reduction (Action 1.2), expanded supports for English learners, as well as for low-income and foster youth in literacy and math (Actions 1.3, 1.4, and 1.6)
* Focused instructional support: Improved instructional strategies, tutoring, resources, and other supports to improve learning (Actions 1.1, 1.3, 1.4,1.6, 1.7, 1.13)
* College and Career Readiness: Offer early exposure to career pathways (Action 1.8), practical skills training (Action 1.5), and strong academic preparation.
* Personalized and Technology-Enhanced Learning: Leverage Multi-Tiered System of Supports (MTSS) and PLCs (Action 1.7), along with instructional technology (Action 1.9) to address individual learning needs.

By aligning these actions with measurable outcomes, DUSD is committed to closing the achievement gap, improving student performance, and ensuring that all students are prepared for success in college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts (ELA) CA School Dashboard ELA Academic Indicator Distance from Standard (DFS) Data Source: caschooldashboard.org	2023 CA School Dashboard in ELA: All students = -12.6 DFS Low-income = -36.6 DFS English learners = -55.9 DFS Long-term English learners = -73.0 DFS Students with Disabilities = -100.9 DFS	2024 CA School Dashboard in ELA: All students = -11.2 DFS Low-income = -31.6 DFS English learners = -55.7DFS Long-term English learners = -78.1 DFS Students with Disabilities = -107.9 DFS	2025 CA School Dashboard in ELA: All students = -8.5 DFS Low-income = -32.0 DFS English learners = -53.6 DFS Long-term English learners = -70.6 DFS Students with Disabilities = -107.2 DFS	2026 CA School Dashboard in ELA will be: All students = 6.6 DFS Low-income = -21.6 DFS English learners = -35.9 DFS Long-term English learners = -68.1 DFS Students with Disabilities = -80.9 DFS	Difference in DFS points on CA School Dashboard between 2023 and 2025 in ELA: All students Increased 4.1 pts; Low-income Increased 4.6 pts; English learners Increased 2.3 pts; Long-term English learners Increased 2.4 pts; Students with Disabilities Decreased 6.3 pts
1.2	CAASPP Math CA School Dashboard Math Academic Indicator Distance from Standard (DFS) Data Source: caschooldashboard.org	2023 CA School Dashboard in Math: All students = -51.5 DFS Low-income = -73.2 DFS English learners = -84.3 DFS	2024 CA School Dashboard in Math: All students = -47.3 DFS Low-income = -65.5 DFS English learners = -80.3 DFS	2025 CA School Dashboard in Math: All students = -52.8 DFS Low-income = -73.9 DFS English learners = -89.8 DFS	2026 CA School Dashboard in Math will be: All students = -36.5 DFS Low-income = -58.2 DFS English learners = -64.3 DFS	Difference in DFS points on CA School Dashboard between 2023 and 2025 in Math: All students Decreased 1.3 pts; Low-income Decreased .7 pts English Learners Decreased 5.5 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-term English learners = -132.3 DFS Students with Disabilities = -127.9 DFS	Long-term English learners = -133.3 DFS Students with Disabilities = -134.1 DFS	Long-term English learners = -138.2 DFS Students with Disabilities = -142.5 DFS	Long-term English learners = -64.3 DFS Students with Disabilities = -97.9 DFS	Long-term English learners Decreased 5.9 pts Students with Disabilities = Decreased 14.6 pts
1.3	California Science Test % of Students who Meet or Exceed Standard Data Source: caaspp-elpac.ets.org/caaspp	2023 CA Science Test Results: All students = 23.09% Low-income = 15.06% English learner = 1.46% Long-term English learners = 5.88% Students with Disabilities = 7.53%	2024 CA Science Test Results: All students = 30.82% Low-income = 23.80% English learners = 1.74% Long-term English learners = 0% Students with Disabilities = 8.49%	2025 CA Science Test Results: All Students= 34.42% Low-income = 28.25% English learners = 6.93% Long-term English learners = 4.76% Students with Disabilities = 10.64%	2026 CA Science Test Results will be: All students = 33.09% Low-income = 27.06% English learner = 11.45% Long-term English learners = 10.00% Students with Disabilities = 17.53%	Difference in students who met or exceeded standard between 2023 and 2025 on CA Science Test: All students Increased 11.33% Low-income Increased 13.19% English learners Increased 5.47% Long-term English learners Decreased 1.12% Students with Disabilities Increased 3.11%
1.4	English Learner Progress Indicator Percentage of English Learners Making Progress towards	On the 2023 CA School Dashboard, 50.7% of English learner students were making progress towards English	On the 2024 CA School Dashboard., 45.7 % of English learner students	On the 2025 CA School Dashboard, 44.8% of English learner students were making	On the 2026 CA School Dashboard, 60% of English learner students will be making	In 2025, a decline of 5.9% of English learner students who were making progress towards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Proficiency or Maintaining the Highest Level Data Source: caschooldashboard.org	Language Proficiency or were maintaining at the highest level.	were making progress towards English Language Proficiency or maintaining at the highest level.	progress towards English Language Proficiency or were maintaining at the highest level.	progress towards English Language Proficiency or will be maintaining at the highest level.	English Language Proficiency compared to 2023 on the CA School Dashboard.
1.5	Implementation of State Standards Percentage of Staff Perceiving School Climate Factors Evidence from Learning Walks Data Source: Local Indicator of CA School Dashboard and California School Staff Survey Report (CSSS) and data collected from Structured Learning Walks	Duarte Unified met standard of implementation of state standards as reported on the 2023 California School Dashboard and CSSS results: Professional Development Needs Staff's perceptions in 2023: 39% Positive behavior support and classrooms management 46% Creating a positive school climate 39% Working with diverse racial, ethnic, or cultural groups 55% Meeting the social, emotional, and developmental needs of youth. Learning walks were conducted by a team composed of administrators,	Duarte Unified met standard of implementation of state standards as reported on the 2024 California School Dashboard and CSSS results: Professional Development Needs Staff's perceptions in 2024: 52% Positive behavior support and classrooms management 63% Creating a positive school climate 59% Working with diverse racial, ethnic, or cultural groups59 76% Meeting the social, emotional, and developmental needs of youth.	Duarte Unified met standard of implementation of state standards as reported on the 2025 California School Dashboard and CSSS results: Professional Development Needs Staff's perceptions in 2025: 45% Positive behavior support and classrooms management 41% Creating a positive school climate 47% Working with diverse racial, ethnic, or cultural groups 65% Meeting the social, emotional, and developmental needs of youth.	Duarte Unified will meet standard of implementation of state standards as reported on the 2026 California School Dashboard and CSSS results: Professional Development Needs Staff's perceptions will be: 29% Positive behavior support and classrooms management 36% Creating a positive school climate 29% Working with diverse racial, ethnic, or cultural groups 45% Meeting the social, emotional, and developmental needs of youth.	Duarte Unified met standard of implementation of state standards as reported on the 2025 California School Dashboard and CSSS results: Professional Development Needs Compared to 2023, staff reported in 2025: Positive behavior support and classroom management Increased 6% Creating a positive school climate Decreased 5% Working with diverse racial, ethnic, or cultural groups Increased 8% Meeting the social, emotional, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teachers, and classified staff. Each of the district's seven school sites was visited by the learning walk team for a total of 14 learning walks, and observation data was collected using defined criteria to evaluate the implementation of state academic standards Classroom observation of standards- collected from Structured Learning Walks: Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice. Teachers use technology effectively alongside traditional learning materials. Lessons are differentiated to meet individual student needs. Strong use of academic vocabulary in all subjects. Teachers provide clear and specific feedback to students.	Learning Walks completed 13 Classroom observation of standards-collected from Structured Learning Walks: Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice. Teachers use technology effectively alongside traditional learning materials. Lessons	Learning Walks completed 13 Classroom observation of standards-collected from Structured Learning Walks: Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice. Teachers use technology effectively alongside traditional learning materials. Lessons	Learning Walks completed 14 Classroom observation of standards-collected from Structured Learning Walks: Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice. Teachers use technology effectively alongside traditional learning materials. Lessons	developmental needs of youth Increased 10% 13 Learning walks completed in 2025-26, a difference of one less less than in 2023. Classroom observation of standards-collected from Structured Learning Walks was the same in 2025 as in 2023. Evidence of: Clear learning objectives posted in classrooms. Variety of instructional methods used, including direct instruction, small group work, and independent practice.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are differentiated to meet individual student needs. Strong use of academic vocabulary in all subjects. Teachers provide clear and specific feedback to students.	are differentiated to meet individual student needs. Strong use of academic vocabulary in all subjects. Teachers provide clear and specific feedback to students.	are differentiated to meet individual student needs. Strong use of academic vocabulary in all subjects. Teachers provide clear and specific feedback to students.	Teachers use technology effectively alongside traditional learning materials. Lessons are differentiated to meet individual student needs. Strong use of academic vocabulary in all subjects. Teachers provide clear and specific feedback to students.
1.6	Reclassification Rate for English Learners Data Source: CALPADS Reports 2.16 "English Language Acquisition Status – ELs Reclassified RFEP" and CALPADS 8.1 "Student Profile List"	For the 2022-23 school year, the reclassification rate for English Learners was 9%.	For the 2023-2024 school year, the reclassification rate for English Learners was 12%.	For the 2024-2025 school year, the reclassification rate for English Learners was 22%.	For the 2025-26 school year, the reclassification rate for English Learners will be 12%	Difference between 2023 and 2025, 13% increase in reclassifications for English Learners.
1.7	Career Technical Education (CTE) Pathway Completion - College Career Indicator Percentage of Graduates Data source: CA School Dashboard Additional Reports: "Met UC/CSU Requirements and CTE	On the 2023 CA School Dashboard, the CTE Pathway completion rate: All students = 18.7% Low-income = 18.0%	On the 2024 CA School Dashboard, the CTE Pathway completion rate: All students = 14.6%	On the 2025 CA School Dashboard, the CTE Pathway completion rate: All students = 15.3%	On the 2026 CA School Dashboard, the CTE Pathway completion rate will be: All students = 40% Low-income = 40%	Difference between 2023 and 2025, the CTE Completion Rate (at least one pathway) on the CA School Dashboard Additional Reports was:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pathway Completion Report"	English learner = 11.3% Students with Disabilities = 5.1%	Low-income = 15.4% English learner = 12.2% Students with Disabilities = 21.9% Long-term English Learners = 15.8%(baseline year)	Low-income = 16.7% English learner = 13.2% Students with Disabilities = 8.3% Long-term English Learners = 13.2%	English learner = 30% Students with Disabilities = 15% Long-term English Learners = 30%	All students Decreased 3.4% Low-income Decreased 1.3% English learners Increased 1.9% Students with Disabilities Increased 3.2% Long-term English Learners = Decreased 2.6% (from Y1 to Y2)
1.8	a-g Completion for admission to a UC/CSU (Combined 4/5 Year Grad Rate) Percentage of students meeting criteria out of Graduates Data source: CA School Dashboard Additional Reports: "Met UC/CSU Requirements and CTE Pathway Completion Report"	For the class 2023, UC/CSU a-g completion rate: All students = 28.0% Low-income = 23.6% English learner = 13.2% Homeless = 11.8% Students with Disabilities = 5.1% Hispanic = 24.7%	For the class 2024, UC/CSU a-g completion rate: All students = 30.6% Low-income = 25.7% English learner = 10.2% Homeless = 11.5% Students with Disabilities = 9.4%	For the class 2025, UC/CSU a-g completion rate: All students = 30.6% Low-income = 25.8% English learner = 11.8% Homeless = 15.2% Students with Disabilities = 14.6%	For the Class of 2026, the a-g Completion rate will be: All students = 50% Low-income = 45% English leaner = 20% Homeless = 25% Students with Disabilities = 15%	Difference between Class of 2023 and 2025 for UC/CSU a-g Course Completion: All students Increased 2.6% Low-income Increased 2.2% English learner Decreased 1.4% Homeless Increased 3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic = 27.4% Long-term English Learners = 13.2% (baseline)	Hispanic = 25.1% Long-term English Learners = 13.2%	Hispanic = 50% Long-term English Learners = 20%	Students with Disabilities Increased 9.5% Hispanic Increased .4% LTELs Maintained (from Y1 to Y2)
1.9	College/Career Ready: Percentage of Graduates meeting UC/CSU a-g Requirements and at completing at least One CTE Pathway. Data Source: CA Dashboard Additional Reports: "Met UC/CSU Requirements and CTE Pathway Completion Report"	Class of 2023, % of graduates that completed a-g requirements and at least one CTE Pathway: All students = 6.1% Low-income = 5.6% English Learners = 1.9% Students with disabilities = 0%	Class of 2024, % of graduates that completed a-g requirements and at least one CTE Pathway: All students = 2.7% Low-income = 2.3% English learners = 0% Students with disabilities = 0% Long-term English Learners = 0% (baseline year)	Class of 2025, % of graduates that completed a-g requirements and at least one CTE Pathway: All students = 3.9% Low-income = 3.5% English learners = 2.9% Students with disabilities = 0% Long-term English Learners = 3.8%	Class of 2026, % of graduates that complete a-g requirements and at least one CTE Pathway will be: All students = 12% Low-income = 11% English learners = 6% Students with disabilities = 6% Long-term English Learners = 6%	Difference between class of 2023 and 2025, % of graduates that completed a-g requirements and at least one CTE Pathway: All students Decreased 2.2% Low-income Decreased 2.1% English learners Increased 1% Students with disabilities Maintained (no change) Long-term English Learners Increased 3.8% (from Y1 to Y2)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Advanced Placement (AP) Pass Rate Percentage of Tests receiving a Score of 3 or higher Data Source: College Board Equity and Excellence Report	In 2023, out of all students, 70 of 96 AP exams (73%) received a score of 3 or better.	In 2024, out of all students, 82 out of 155 AP exams (53%) received a score of 3 or better.	In 2025, out of all students, 128 out of 165 AP exams (78%) received a score of 3 or better.	In 2026, out of all students, 80% of AP exams taken will earn a score of 3 or better.	Between 2023 and 2025, AP Pass Rates with a score of 3 or better Increased 5%. 69 more AP tests were taken between 2023 and 2025.
1.11	Early Assessment Program (EAP) -- ELA & Math Percentage of Students who Demonstrate College Readiness by Exceeding Standard (Ready) and Meeting Standard (Conditionally Ready) Data Source: caaspp-elpac.ets.org/caaspp	In 2023, EAP Readiness in ELA: All students = 21.31% exceeded standard; 30.05% met standard Low-income = 17.27% exceeded standard; 20.00% met standard English learners = 0% exceeded standard; 17.86% met standard Long-term English Learners = 4.55% exceeded standard; 22.73% met standard	In 2024, EAP Readiness in ELA: All students = 21.16% exceeded standard; 32.28% met standard Low-income = 16.04% exceeded standard; 33.96% met standard English learners = 0% exceeded standard; 9.09% met standard Long-term English Learners = 0% exceeded standard; 16.67% met standard	In 2025, EAP Readiness in ELA: All students = 25.79% exceeded standard; 31.58% met standard Low-income = 19.72% exceeded standard; 35.92% met standard English learners = 7.14% exceeded standard; 17.66% met standard Long-term English Learners = 0% exceeded standard; 31.25% met standard	In 2026, EAP Readiness in ELA will be: All students = 31% exceed standard; 40% meet standard Low-income = 27% exceed standard; 30% meet standard English learners - 5% exceed standard; 22% meet standard Long-term English learners - 5% exceed standard; 22% meet standard	Between 2023 and 2025, EAP Readiness in ELA: All students Increased 4.48% exceeds standard; Increased 1.53% meets standard; Low-income Increased 2.45% exceeds standard; Increased 15.92% meets standard; English learners Increased 7.14% exceeds standard; Maintained meets standard (0 change); Long-term English learners Decreased 4.55% exceeds standard;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In 2023, EAP Readiness in Math: All students = 4.37% exceeded standard; 17.49% met standard Low-income = 3.64% exceeded standard; 13.64% met standard English learners = 0% exceeded standard; 3.70% met standard Long-term English Learners = 0% exceeded standard; 0% met standard	In 2024, EAP Readiness in Math: All students = 11.58% exceeded standard; 16.84% met standard Low-income = 6.67% exceeded standard; 14.29% met standard English learners = 0% exceeded standard; 9.38% met standard Long-term English Learners = 0% exceeded standard; 11.76% met standard	In 2025, EAP Readiness in Math: All students = 13.16% exceeded standard; 16.84% met standard Low-income = 11.27% exceeded standard; 16.9% met standard English learners = 10.71% exceeded standard; 10.71% met standard Long-term English Learners = 12.5% exceeded standard; 6.25% met standard	In 2026, EAP Readiness in Math: All students = 11.58% exceed standard; 16.84% meet standard Low-income = 6.67% exceed standard; 14.29% meet standard English learners = 0% exceed standard; 9.38% meet standard Long-term English Learners = 0% exceed standard; 11.76% met standard	Increased 8.52% meets standard Between 2023 and 2025, EAP Readiness in Math: All students Increased 8.79% exceeds standard; Decreased .65% meets standard; Low-income Increased 7.63% exceeds standard; Increased 3.26% meets standard; English learners increased 10.71% exceeds standard; Increased 7.01% meets standard; Long-term English learners increased 12.50% exceeds standard; increased 6.25% meets standard
1.12	Access to a Broad Course of Study	On the 2023 CA School Dashboard, Duarte Unified met standard on	On the 2024 CA School Dashboard, Duarte Unified met	On the 2025 CA School Dashboard, Duarte Unified met	On the 2026 CA School Dashboard, Duarte Unified will	The local indicator on the 2023 and the 2025 CA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dual Enrollment/Early College enrollment Data Source: Local Indicator CA School Dashboard caschooldashboard.org; Aeries enrollment reports	the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12. Dual Enrollment - Early College 27%	standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12. Dual Enrollment - Early College 32%	standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12. Dual Enrollment - Early College 32%	meet standard on the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12. Dual Enrollment - Early College 30%	School Dashboard indicates that Duarte Unified met the standard related to the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12. There is no difference between 2023 and 2025. Students enrolled in Dual Enrollment or Early College Increased by 5% between 2023 and 2025.
1.13	College Credit Course Completed by Prepared Students Data Source: CA School Dashboard - College/Career Levels and Measures Report	On the 2023 CA School Dashboard, the College Credit Course completion by Prepared Students was: All students = 61.6%	On the 2024 CA School Dashboard, the College Credit Course completion by Prepared Students was: All students = 66.3%	On the 2025 CA School Dashboard, the College Credit Course completion by Prepared Students was: All students = 71.1%	On the 2026 CA School Dashboard, the College Credit Course completion by Prepared Students will be: All students = 70%	2023 compared to 2025 CA School Dashboard, the College Credit Course completion rate by Prepared students: All students Increased 9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learners = 41.7% Low-income = 58.5% Students with disabilities = 0% Homeless = 100% .	English learners = 50.0% Low-income = 59.0% Students with disabilities = 0% Homeless = 42.9% Long-Term English Learners = 50.0% (baseline year)	English learners = 87.5% Low-income = 71.1% Students with disabilities = 37.5% Homeless = 83.3% Long-Term English Learners = 92.3%	English learners = 50% Low-income = 68% Students with disabilities = 5% Homeless = 65% Long-Term English Learners = 50%	English learners Increased 45.8% Low-income Increased 12.6% Students with disabilities Increased 37.5% Homeless Decreased 16.7% Long-Term English Learners Increased 42.3% (Y1 to Y2)

Goal Analysis [2025-26]

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

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

Of the thirteen actions within Goal 1, eleven were fully implemented. Action 1.3 and Action 1.5 were not fully implemented due to challenges with staff and/or challenges with recruiting students for student internships.

A significant success within this goal was the full implementation of Middle School Career Exploration (Action 1.8) with increased students in Conservatory classes. Enrollment included a sufficient number of low-income students, English Learners, and foster youth to require the addition of a second bus to transport students to the afterschool California School of the Arts (CSArts) program.

A relevant implementation challenge involved staffing to support English Learners (Action 1.3). Despite this challenge, bilingual instructional aides and creative scheduling strategies played a critical role in supporting language acquisition through targeted small-group and one-on-one instruction. This was also a similar challenge to that in Action 1.5 (Career Preparation) where the goal for Student Internships was not met during the year. A new partnership with the City of Duarte will hopefully help us meet this goal in the upcoming year. Low-income students work during the summer at a variety of internships throughout the city, gaining valuable experience

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

There were not any material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in 2025-2026 for Goal 1.

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

Actions 1.1 (Supplemental Resources), 1.3 (English Learner Supports), 1.4 (Long-Term English Learner Supports), and 1.13 (Professional Development) were partially effective in closing the achievement gap for English Learners, Foster Youth, and low-income students, as measured by changes in CAASPP English Language Arts (ELA), CAASPP Mathematics achievement on the California School Dashboard between 2023 and 2025, and the English Learner Progress Indicator. In ELA, All Students improved by 4.1 points in Distance from Standard (DFS). Low-income students increased by 4.6 points, English Learners increased by 2.3 points, Long-Term English Learners (LTELs) increased by 2.4 points and students experiencing homelessness increased by 18.7 points. Other groups declined on ELA performance: Students with disabilities (-6.3 points) and foster youth (-21.6 points). In contrast, mathematics performance declined across all student groups. All Students decreased by 1.3 points in DFS, low-income students decreased by 0.7 points, English Learners decreased by 5.5 points, LTELs decreased by 5.9 points, students with disabilities decreased by 14.6 points and Foster Youth decreased by 20.6 points. These outcomes indicate a continued need for intensified mathematics instruction and intervention, as achievement gaps widened between All Students and student groups including low-income students and English Learners. Based on the California School Dashboard, between 2023 and 2025, performance in Science increased among most groups, including All Students (+11.33%); low-income students (+13.19%); English Learners (+5.47%); Homeless (+6.71%); and Students with Disabilities (+3.11%). Two groups did not demonstrate improved performance in Science during this period: Long-term English Learners (-1.12%) and African American students (-7.31%). Also, on the California School Dashboard English Learner Progress Indicator (ELPI), 5.9% fewer English Learners made progress toward English proficiency between 2023 and 2025. This decline highlights the continued need for targeted language acquisition supports and professional learning focused on effective instructional strategies for multilingual learners.

Actions 1.2 (Targeted Class Size Reduction), 1.7 (Multi-Tiered System of Supports), 1.9 (Technology Initiative), and 1.12 (Enhanced Learning Opportunities) were partially effective in closing the achievement gap, as measured by the California School Dashboard CAASPP indicators in English Language Arts (ELA), Mathematics, and Science, as well as the difference between 2023 and 2025 UC/CSU A–G course completion data on the CA School Dashboard Additional Reports: "Met UC/CSU Requirements and CTE Pathway Completion Report". In ELA, All Students improved by 4.1 points in Distance from Standard (DFS). Low-income students increased by 4.6 points, English Learners increased by 2.3 points, Long-Term English Learners (LTELs) increased by 2.4 points and students experiencing homelessness increased by 18.7 points. Other groups declined on ELA performance: Students with disabilities (-6.3 points) and foster youth (-21.6 points). In contrast, mathematics performance declined across all student groups. All Students decreased by 1.3 points in DFS, low-income students decreased by 0.7 points, English Learners decreased by 5.5 points, LTELs decreased by 5.9 points, students with disabilities decreased by 14.6 points and Foster Youth decreased by 20.6 points. These outcomes indicate a continued need for intensified mathematics instruction and intervention, as achievement gaps widened between All Students and student groups including low-income students and English

Learners. Based on the California School Dashboard, between 2023 and 2025, performance in Science increased among most groups, including All Students (+11.33%); low-income students (+13.19%); English Learners (+5.47%); Homeless (+6.71%); and Students with Disabilities (+3.11%). Two groups did not demonstrate improved performance in Science during this period: Long-term English Learners (-1.12%) and African American students (-7.31%). Between 2023 and 2025, the four- and five-year combined A–G completion rate for UC/CSU eligibility improved by 2.6% for All Students. Most student groups also demonstrated improvement, including Low-income students (+2.2%), Long-Term English Learners (+13.2%), and students experiencing homelessness (+3.4%); however, English Learners decreased by 1.4% during the same period. These results indicate that the actions contributed to improved outcomes in ELA and college and career readiness for most student groups were effective; however, additional targeted supports are necessary to improve mathematics achievement and accelerate English Learner progress toward proficiency in order to do well in core classes in order to further close achievement gaps for English Learners, Foster Youth and Low-income students.

Actions 1.5 (Career Preparation) and 1.8 (Middle School Career Exploration) were partially effective in narrowing the achievement gap, as measured by changes between 2023 and 2025 on the California School Dashboard College and Career Indicator related to Career Technical Education (CTE) pathway completion and the percentage of students who met UC/CSU eligibility requirements while also completing at least one CTE pathway course. Between 2023 and 2025, the percentage of students completing a CTE pathway decreased by All Students (-3.5%), low-income students (-1.3%), students experiencing homelessness (-2.7%), and LTELs (-2.6%); while some student groups demonstrated improvement, including English Learners (+1.9%) and students with disabilities (+3.2%). During the same period between 2023 and 2025 on the CA School Dashboard Additional Reports, the percentage of students who met UC/CSU eligibility requirements and completed at least one CTE pathway course decreased for All Students (-2.2) and Low-income students (-2.1); while other students groups improved: English Learners (+1%) and Long-Term English Learners (+3.8%). Students with disabilities had no change. Overall, these results indicate that the actions were effective in expanding access to college and career readiness opportunities and narrowing achievement gaps for most student groups, with some areas of continued concern.

Action 1.6 (Reading Intervention) was partially effective in narrowing achievement gaps, as measured by California School Dashboard indicators for English Language Arts (ELA) and changes in student performance on the English Language Arts Early Assessment Program (ELA EAP) Readiness Indicator between 2023 and 2025; however, changes in the Math performance (CAASPP) still exist as a barrier to narrowing the achievement and opportunity gap. In ELA, All Students improved by 4.1 points in Distance from Standard (DFS). Low-income students increased by 4.6 points, English Learners increased by 2.3 points, Long-Term English Learners (LTELs) demonstrated a notable increase of 15.0 points, and students experiencing homelessness increased by 18.7 points. However, other student groups declined in ELA performance, including Students with Disabilities (-6.3 points) and Foster Youth (-21.6 points). Between 2023 and 2025, ELA EAP readiness outcomes reflected positive results in closing the achievement gap. The percentage of All Students meeting or exceeding the ELA EAP readiness standard increased by 6.01%; low-income students increased by 18.37%; English Learners and Long-term English Learners increased by 7.14%; and Students with Disabilities increased by 17.22%. In contrast, mathematics performance declined across all student groups. All Students decreased by 1.3 points DFS, low-income students decreased by 0.7 points, English Learners decreased by 5.5 points, LTELs decreased by 5.9 points, Students with Disabilities decreased by 14.6 points, and Foster Youth decreased by 20.6 points. These outcomes indicate a continued need for intensified mathematics instruction and targeted intervention, as achievement gaps widened between All Students and historically underserved student groups, including low-income students and English Learners.

Action 1.10 (Improve ELA and Math Achievement for Students with Disabilities) was not effective in narrowing achievement gaps, as measured by California School Dashboard indicators for English Language Arts (ELA CAASPP) and Math performance (CAASPP) DFS. In

ELA, the difference between 2023 and 2025, for All Students was an increase of 4.1 points and students with disabilities decreased 107.2 points. In Math, between 2023 and 2025, All Students decreased 52.8 points and students with disabilities decreased 142.5 points. The gaps in both areas are increasing.

Action 1.11 (Improve Graduation and College/Career Readiness for Students with Disabilities) was highly effective in narrowing achievement gaps as measured by the California School Dashboard indicators for graduation rate. Between 2023 and 2025, All students increased by 11%, while students with disabilities increased by 26%.

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

Based on reflection and analysis of prior practices, the following changes have been made to improve the effectiveness of existing actions:

Action 1.6 – Intervention Teachers will be expanded to provide targeted support for English Learners, low-income students, students experiencing homelessness, and Foster Youth in grades 3–8 identified in the low and very low performance levels. Each K–8 site will have a dedicated intervention teacher who will not travel between schools, ensuring consistent and responsive services. The scope of this action will also be broadened to address both reading and mathematics based on identified student needs and data analysis. ELA outcomes show improvement and performance remains stronger than mathematics, where gaps are more pronounced. These data indicate that current supports are insufficient and that additional targeted interventions are necessary. To address this need, the District will expand intervention staffing. Currently, four schools share two intervention teachers, limiting access and responsiveness. Moving forward, each K–8 school will be assigned a dedicated intervention teacher. This will eliminate travel time, increase instructional time, and allow for more timely and targeted support for students not meeting grade-level expectations.

Action 1.4 – Long-Term English Learner (LTEL) Supports has been expanded to include a 0.5 FTE English Learner TOSA at the school site with the highest concentration of English Learners and lowest English Learner Progress performance. This position will support implementation of integrated and designated English Language Development (ELD) and appropriate student scheduling. The remaining 0.5 FTE will serve as a District Teacher on Special Assignment (TOSA) to provide similar support throughout the District.

Action 1.7 – Multi-Tiered System of Supports (MTSS) and Professional Learning Communities (PLC) has been expanded to provide dedicated collaboration time for teachers. Additional Physical Education and Visual and Performing Arts teachers will rotate across K–8 sites, allowing classroom teachers release time to engage in grade-level collaboration focused on data analysis, instructional planning, and intervention design to identify areas in which English Learners, low-income, and foster youth struggle so they can share best practices, based on data from formative assessments. (Visual Performing Arts teachers to be funded through Prop 28 AMS funds).

Action 1.13 – Targeted Professional Learning opportunities have been added to build teacher capacity in effective instructional practices for mathematics and language acquisition. This professional learning will focus on improving language proficiency and mathematical literacy outcomes for English Learners, low-income students, and foster youth. The long-term goal is to develop internal capacity so that Duarte Unified educators can sustain and expand these practices through site-based collaboration and peer support.

Action 1.2, 1.8, 1.10, & 1.11 -- Descriptions were updated with additional supports and added descriptions to provide increased clarity and specificity.

Actions 1.12 & 1.13 -- Funded with LREBG funds so the required components are added to the description.

Significant decreases in S&C funding were made to Actions 1.1, 1.5, 1.6, and 1.7 due to the use of categorical funding to meet the actions' intent. Significant increases in S&C funding were made to Actions 1.8, 1.9, 1.12, and 1.13 due to the increased cost of technology and professional learning over the year since the budget was developed.

Note: Many of the metrics in Goal 1 were updated to ensure accurate reporting on the data and to include sources. The goal explanation was also updated with current 2025 Dashboard data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental resources targeted to close the achievement gap	Instructional materials for intervention to effectively meet the targeted needs of at-risk students including English learners, foster youth, and low-income students. Hands-on learning activities such as Outdoor Science Education increase equitable access by reducing financial barriers for low-income students. Teacher Learning Coaches to facilitate professional learning for teachers for improved outcomes for English learners and LTEL and Tier II intervention for English learner, low-income and foster youth. Training on coaching strategies for TLCs to maximize their effectiveness with teachers on the school sites. Resources for foster and homeless students including school supplies, transportation and tutoring. Expand tutoring and programs to address the needs of English Learners, low -income, homeless and foster youth.	$808,900.00	Yes
1.2	Targeted Class Size Reduction	Class sizes will be reduced in TK–12 classrooms with high concentrations of English learners, low-income students, and foster youth to enable teachers to provide targeted Tier II interventions through small group instruction and individualized support. This approach ensures that students	$2,906,026.00	Yes

Action #	Title	Description	Total Funds	Contributing
		who are struggling or at-promise receive timely, differentiated support aligned to their specific learning needs. In addition, instructional aide support will be increased in kindergarten classrooms with high concentrations of English Learners, low-income students, and foster youth to expand opportunities for small group instruction and individualized attention. This investment is designed to strengthen early literacy development and build a strong academic foundation for future success.		
1.3	English Learner Supports	Bilingual aides to provide supplemental support to English learner students in their core academic classes and support with language acquisition programs. This support includes tutoring, translation, and additional lessons on academic language.	$443,000.00	Yes
1.4	Long-Term English Learners	Additional instructional support will be provided to Long-Term English Learners (LTELs) and students at risk of not reclassifying by fifth grade, with a focus on strengthening language acquisition and access to core instruction. Supports will include targeted tutoring, Tier II interventions in academic vocabulary development, and reinforcement of essential concepts within core content areas. An English Learner (EL) TOSA will provide coordinated support by serving both at the school site with the highest concentration of English Learners and at the District level. This role will ensure the consistent implementation of integrated and designated English Language Development (ELD), support appropriate student placement and scheduling, and monitor progress toward reclassification. These efforts ensure that English Learners receive the necessary language and academic supports to successfully reclassify and demonstrate proficiency in the core curriculum. EL TOSA DHS ELD - 2 sections	$255,406.00	Yes
1.5	Career Preparation	CTE opportunities for English learners, foster youth, and low-income students by providing: Salaries for CTE teachers Salary for CTE support staff Instructional materials for CTE classes	$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Internships Director of College, Career and Community Partnerships This action expands the CTE program in conjunction with other funding sources.		
1.6	High School Intervention K-8 Intervention Teachers	The intervention program is designed to address the need to improve reading and mathematics proficiency for low-income students, English Learners, students experiencing homelessness, and Foster Youth who are at risk of not graduating. To support this effort, the District will provide funding for intervention teacher salaries and benefits, as well as curriculum and instructional materials aligned to targeted intervention needs. K–8 intervention teachers will deliver additional academic support through targeted small-group instruction and tutoring focused on addressing foundational skill gaps in reading and mathematics. These supports are designed to accelerate learning, close achievement gaps, and ensure equitable access to high-quality instruction tailored to the needs of each student group. Intervention teachers will be assigned to individual school sites, eliminating travel time and ensuring timely, consistent, and responsive support for students based on identified needs. HS Intervention Sections (2) ES/MS Intervention Teachers (4) Curriculum and Materials	$414,000.00	Yes
1.7	Multi-Tiered System of Supports (MTSS) & Professional Learning Communities (PLC)	The Multi-Tiered System of Supports (MTSS) and Professional Learning Communities (PLCs) provide a structured framework to identify appropriate interventions and consistently monitor the progress of students at risk of underperformance, including low-income students, English Learners, and Foster Youth. This action establishes an MTSS and Professional Learning Community (PLC) structure at each school site, supported by ongoing progress monitoring through multiple assessment systems, including benchmark assessments (STAR Renaissance), TK–2 assessment platforms (ESGI), and teacher-developed formative assessments. Teachers engage in regular, structured collaboration to analyze student data, deconstruct learning, and share evidence-based instructional practices to improve student achievement. Dedicated collaboration time is supported through a rotating schedule of Physical Education and Visual	$634,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Performing Arts teachers across K–8 sites, allowing classroom teachers to participate in collaborative processes while students engage in enriching activities with credentialed teachers. PE (2) and Art (3) Teachers (Teachers and instruments through Prop 28 AMS)		
1.8	Middle School Career Exploration	Strengthen thematic-based instructional models and expand elective options in grades 6–8 to better prepare low-income students, English Learners, and Foster Youth for high school pathways that support improved postsecondary outcomes. Analysis of the California School Dashboard indicates that low-income students and English Learners perform below All Students in A–G completion rates, and English Learners also perform below All Students on the College/Career Indicator. These data highlight the need for earlier and more equitable access to college and career preparation. In grades 6–8, thematic-based instructional models and expanded elective offerings provide students with access to experiential learning opportunities that build engagement, relevance, and foundational skills aligned to high school pathways. These approaches are particularly important for student groups that have historically experienced lower levels of success in college and career readiness outcomes. This action improves services by increasing access to meaningful, interest-based learning experiences in middle school, ensuring that at-promise students are better prepared to succeed in high school and beyond. Materials & supplies to support thematic-based instruction International Baccalaureate MYP Expansion of elective options	$717,484.00	Yes
1.9	Technology Initiative	Provide technology and access to 21st century learning to benefit low-income, English learners and foster youth that do not have equitable access. Chromebook or other digital device for each student to use at school and at home Portable hotspots for students who need wireless connectivity at home Digital Media Specialists to provide direct support to students with technology access at all sites	$473,203.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Software Management System (Destiny) to ensure access to all digital resources		
1.10	Action to Improve ELA and Math Achievement for Students with Disabilities	1. Professional Learning Communities (PLCs): Special Education teachers will participate in Professional Learning Communities (PLCs) to collaborate, share expertise, and develop aligned English Language Arts and mathematics lesson plans across school sites. PLCs will support a blended learning model that incorporates both individualized (1:1) and small-group instruction. PLCs will serve two primary purposes: (1) Design and refine standards-aligned lesson plans that engage students through differentiated, individualized, and small-group instruction. (2) Analyze student needs and identify effective strategies to support students with disabilities and English Learners. 2. Academic Achievement and Wellness: A Universal Screening Program and Student Information System will be implemented to identify, monitor, and respond to student needs in English Language Arts and mathematics. Special Education teachers will use data from these systems to inform instruction and implement timely interventions. An Inclusion Specialist will provide support in data analysis, instructional planning, and intervention implementation to ensure coordinated and effective services. 3. Reading Intervention and Instructional Improvement: The District will continue utilizing evidence-based programs such as System 44 and READ 180 to support intensive reading intervention. A structured self-study will be conducted to evaluate and improve the effectiveness of the reading intervention system. In addition, English course teams will receive ongoing support to analyze data from end-of-unit assessments aligned to the Common Core State Standards (CCSS). This process will inform instructional adjustments and strengthen the effectiveness of core and intervention practices.	$0.00	No
1.11	Action Plan to Improve Graduation and College Career Readiness for	1. Progress Monitoring and Tiered Support for Students with Disabilities: The Special Education program will establish a systematic process for monitoring student progress toward graduation. During Individualized Education Program (IEP) meetings, staff will review assessment results,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Students with Disabilities	course grades, attendance, and overall academic performance to ensure alignment with graduation and postsecondary goals. Students will also meet with an academic counselor and college/career liaison to review credit completion and plan for postsecondary transitions. Increased frequency of monitoring and support will be provided for students with disabilities, Foster Youth, low-income students, and English Learners to address identified barriers and ensure timely interventions. The District will implement Tier 1, Tier 2, and Tier 3 supports aligned with research-based practices and site-based Positive Behavioral Interventions and Supports (PBIS) frameworks. These coordinated supports are designed to improve graduation rates and reduce dropout rates. 2. College and Career Readiness and Pathway Access: High school administrators will ensure that students have access to relevant Career Technical Education (CTE) pathways that support college and career readiness. Students with disabilities at the secondary level will receive additional counseling support to better understand their academic pathways and develop meaningful, mentoring relationships with school staff. Special Education teachers will administer postsecondary assessments to guide students in identifying strengths, interests, and potential career pathways, supporting informed decision-making and successful transitions beyond high school.		
1.12	Enhanced Learning Opportunities LREBG	Duarte Unified School District will provide targeted academic support for English Learners, Foster Youth, students experiencing homelessness, and low-income students through enhanced learning opportunities, including small-group instruction and high-impact tutoring. These services will focus on addressing identified gaps in reading and mathematics across grades 3–8 and 9–12, with instruction aligned to state standards and tailored to meet the specific needs of each student group. Support will be provided during the school day, before and after school, and through extended learning opportunities such as summer programming. Instructional staff will focus on accelerating student learning and closing achievement gaps by using formative assessment data to inform responsive and targeted instruction. LREBG funds ($495,000) will be used to support additional learning opportunities.	$495,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be measured using the following metrics: Metric 1.1: CAASPP English Language Arts (ELA) Proficiency Rates Metric 1.2: CAASPP Mathematics Proficiency Rates Metric 1.3 CAST Science Assessment Rates Metric 1.8: A-G Completion Rates Implementation of these enhanced learning opportunities is grounded in evidence-based practices. Research from the Annenberg Institute (2021) indicates that high-dosage tutoring can produce academic gains equivalent to three to fifteen months of learning. Similarly, findings from the National Bureau of Economic Research demonstrate that consistent, structured tutoring significantly improves reading and mathematics outcomes, particularly for low-income students, when aligned with core classroom instruction. The research base supports expanded learning time as an academic recovery strategy when the additional time is intentionally designed, academically focused, aligned to identified student needs, and implemented with appropriate staffing and instructional support. Increased learning time, including summer learning, intersession programs, tutoring, and targeted small-group instruction, can help address unfinished learning and persistent achievement gaps by providing students with additional access to instruction beyond the regular classroom program. A REL/Institute of Education Sciences meta-analysis reviewed more than 7,000 studies and identified 30 studies meeting What Works Clearinghouse standards. The study found that increased learning time programs can have positive effects, particularly when implementation is strong, instruction is academic and intentional, and certified teachers deliver the instruction. The Wallace Foundation’s review of expanded learning time models also found that extended school day, extended school year, summer learning, and out-of-school-time academic supports are intended to address achievement gaps by increasing access to learning opportunities inside and outside the traditional school day. Duarte Unified will use state assessment data, California School Dashboard data, site-level data, and local assessment data to identify		

Action #	Title	Description	Total Funds	Contributing
		students most in need of additional instructional time and to monitor the impact of services on academic recovery. Action 1.12 is directly aligned with allowable uses of the Learning Recovery Emergency Block Grant. Education Code 32526 allows LREBG funds to be used for instructional learning time by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking other evidence-based actions that increase or stabilize the amount of instructional time or services provided to pupils, or decrease or stabilize staff-to-pupil ratios, based on pupil learning needs. Action 1.12 is allowable because it expands instructional learning time, provides targeted small-group instruction and tutoring, supports summer learning opportunities, and is based on identified student learning recovery needs.		
1.13	Instructional Improvement and Coherence	Provide professional development targeted to enhancing teachers knowledge and strategies to address Language Acquisition and Development, Math and Reading for Low income, English Learners, and homeless, developing systems to support continual growth throughout their educational career. Feedback from the 2026 LCAP ThoughtExchange highlighted a consistent need for stronger coherence and more effective implementation of District programs, instructional practices, and support systems. In response, Duarte Unified will prioritize strengthening professional learning and building systemwide instructional capacity during the 2026–27 school year. A key focus area will be improving mathematics instruction for all student groups, with particular attention to student groups identified through the needs assessment as demonstrating the greatest academic need. This will include professional learning connected to the adoption and implementation of new instructional materials, alignment to the 2023 California Mathematics Framework, and implementation of Cognitively Guided Instruction. The District will also continue to strengthen literacy, English language development, intervention, assessment, and student support practices aligned to the ELA/ELD Framework. This action is supported by $350,000 in LREBG funds and is designed to equip teachers and instructional staff with the knowledge, tools, and strategies necessary	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to accelerate student learning, improve first instruction, strengthen intervention, and ensure equitable access to high-quality, differentiated instruction. Strengthening and aligning systems across the District, including systems of professional learning and coaching, will remain a central priority to ensure consistent implementation and sustained improvement in student outcomes. LREBG funds ($350,000) will be used to provide professional development and coaching aligned to evidence-based instructional practices, including implementation of the 2023 Mathematics Framework and the ELA/ELD Framework. This professional learning is designed to strengthen first instruction, accelerate academic recovery, and improve outcomes for Low income, English Learners, and homeless. These activities are consistent with LREBG requirements because they support learning recovery through evidence-based strategies targeted to students most impacted by academic disruptions. The effectiveness of this action will be measured using the following metrics: Metric 1.1: CAASPP English Language Arts (ELA) Proficiency Rates Metric 1.2: CAASPP Mathematics Proficiency Rates Metric 1.3 CAST Science Assessment Rates Metric 1.4: English Learner Progress Indicator Research Base for Action 1.13 The use of LREBG funds for professional development and coaching is supported by research showing that high-quality, content-focused professional learning can improve teacher practice and student outcomes. The Learning Policy Institute identifies effective professional development as structured professional learning that changes educator practice and improves student learning, particularly when it is content-focused, includes active learning, supports collaboration, uses models of effective practice, provides coaching or expert support, includes feedback and reflection, and is sustained over time.		

Action #	Title	Description	Total Funds	Contributing
		Instructional coaching is also supported by causal research. Kraft, Blazar, and Hogan's meta-analysis of 60 causal studies found that teacher coaching had positive effects on both instructional practice and student achievement, with larger effects on instruction and moderate but meaningful effects on student outcomes. This supports the District's plan to pair professional development with coaching rather than relying solely on workshop-based training. The proposed professional learning is also aligned to California's adopted instructional frameworks. The 2023 California Mathematics Framework provides guidance to strengthen standards-based mathematics instruction and improve access to rigorous mathematics learning for all students. Similarly, the ELA/ELD Framework supports implementation of both the California ELA/Literacy Standards and the California English Language Development Standards, making it especially relevant for improving outcomes for English learners, long-term English learners, and students needing literacy acceleration. In mathematics, the Institute of Education Sciences/What Works Clearinghouse provides evidence-based recommendations for supporting students struggling with mathematics, including using assessment data to identify students needing support and providing targeted intervention. This aligns with the District's intent to use assessment, Dashboard, and local data to identify students with the greatest academic need and strengthen instruction and intervention accordingly. Action 1.13 is aligned with allowable uses of the Learning Recovery Emergency Block Grant because it supports academic learning recovery through evidence-based professional learning and coaching tied to identified student needs. Education Code 32526 allows LREBG funds to be used for evidence-based actions that increase or stabilize instructional time or services provided to pupils and to support learning recovery initiatives designed to accelerate progress and close learning gaps. The professional learning and coaching funded through Action 1.13 will directly support improved instructional services for students with the greatest identified learning recovery needs. Teachers and instructional staff will receive support in evidence-based mathematics, literacy, English language development, intervention, assessment, and student support practices. These activities are allowable because they were selected through the LREBG needs assessment process, are connected to identified academic		

Action #	Title	Description	Total Funds	Contributing
		gaps and student needs, and are designed to improve the quality and effectiveness of instruction and support provided to students. The use of LREBG funds for professional development and coaching is supported by research showing that high-quality, content-focused professional learning can improve teacher practice and student outcomes. The Learning Policy Institute identifies effective professional development as structured professional learning that changes educator practice and improves student learning, particularly when it is content-focused, includes active learning, supports collaboration, uses models of effective practice, provides coaching or expert support, includes feedback and reflection, and is sustained over time.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Welcoming, Positive and Supportive Schools (Pupil engagement and School Climate) Establish a school environment which fosters physical and emotional security, encourages community involvement, and promotes inclusive opportunities for student engagement	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District developed this goal in response to educational partner feedback identifying the importance of creating a positive, supportive, and inclusive learning environment for all students. Research demonstrates that when students feel physically and emotionally safe at school, they are more likely to engage in learning, attend regularly, and achieve academic success. Therefore, the District is committed to fostering school environments that are welcoming and supportive of all students, regardless of background, identity, language, or ability. Educational partners also emphasized the importance of strengthening community involvement and student engagement opportunities. Creating inclusive opportunities for participation fosters a sense of belonging and connection, which positively impacts both academic achievement and social-emotional development.

The actions and metrics within Goal 2 work collectively to support student well-being and create safe, positive, and supportive schools in the following ways:

- PBIS as the Foundation (Action 2.1): Positive Behavioral Interventions and Supports (PBIS) establishes consistent behavioral expectations and proactive supports that promote positive student behavior and school connectedness. PBIS serves as the foundation for a comprehensive system of support that is reinforced through enhanced campus safety and mental health services.
- Campus Security and Safety (Action 2.2): Enhanced campus security strengthens physical safety across school sites and complements the behavioral and emotional supports provided through PBIS and mental health initiatives. Together, these efforts help ensure that students and staff experience schools as safe and supportive environments conducive to learning.
- Mental Health and Attendance Supports (Actions 2.3 and 2.4): Mental health services help students develop emotional regulation and coping skills, reducing barriers to attendance and engagement. The Attendance Initiative further supports these efforts by identifying and addressing attendance concerns early through coordinated interventions and family outreach.
- Data-Driven Decision Making: The District regularly monitors suspension rates, attendance data, school climate indicators, and survey feedback to evaluate the effectiveness of actions and inform continuous improvement efforts. Input from students, staff, and families ensures that services remain responsive to the evolving needs of the school community.
- Community and Family Engagement (Goal 3): Partnerships with families and community organizations provide additional support systems for students and strengthen the District's ability to respond to student needs holistically. Promoting inclusive engagement

opportunities fosters belonging, strengthens relationships, and reinforces positive connections between students, families, schools, and the community.

By aligning PBIS, enhanced campus safety, mental health supports, attendance interventions, and community engagement efforts, the District has developed a comprehensive and interconnected approach to achieving Goal 2. Together, these actions support student safety, belonging, engagement, and well-being while promoting improved academic and social-emotional outcomes. Ongoing monitoring of implementation and outcome data ensures continuous improvement and alignment with the District's vision for welcoming, positive, and supportive schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation Rate Data source: CA School Dashboard Source: www.caschooldashboard.org	The Class of 2023 graduation rate: All students 84.1% Low-income 84.8% English learners 84.9% Long-term English learners 87.8% Students with disabilities 61.5%	Class of 2024 graduation rate: All Students 95.0% Low-Income 95.4% English Learners 95.9% Long-term English learners 100% Students with Disabilities 87.5%	Class of 2025 graduation rate: All Students 95.6% Low-Income 96.5% English Learners 97.1% Long-term English learners 98.1% Students with Disabilities 87.5%	The Class of 2026 graduation rate will be: All students 95% Low-income 95% English learners 91% Long-term English learners 91% Students with disabilities 72%	Difference between Class of 2023 & Class of 2025 graduation rate: All Students Increased 11.5% Low-Income Increased 11.7% English Learner Increased 12.2% Long-term English learners Increased 10.3% Students with Disabilities Increased 26.0%
2.2	High School Dropout Rate	In 2022-23, 14 students dropped out of high	In 2023-2024, 4 students dropped out of high school.	In 2024-2025, 12 students dropped out of high school.	In 2025-26 the high school dropout rate will be	Between 2023 & 2025, high school drop outs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: CALPADS Report 8.1b "Student Profiles List - Dropouts"	school. CALPADS Report 8.1b	CALPADS Report 8.1b.	CALPADS Report 8.1b.	3 students. CALPADS Report 8.1b.	decreased by 2 students
2.3	Middle School Dropout Rate Data source: CALPADS Report 8.1b "Student Profiles List - Dropouts"	In 2022-23, 1 student dropped out of middle school. CALPADS Report 8.1b	In 2023-24, 0 student dropped out of middle school. CALPADS 8.1b.	In 2024-25, 1 student dropped out of middle school. CALPADS 8.1b.	In 2025-26 the middle school dropout rate will be 0 students.	Between 2023 & 2025, the difference in middle school dropouts was zero.
2.4	Chronic Absenteeism Rate CA School Dashboard Source: www.caschooldashboard.org	On the 2023 CA School Dashboard, the chronic absenteeism rate was: All students 28.7% Low-income 33.9% English learner 24.7% Long-term English learner 23.0% Foster youth 21.4% Hispanic 31.6% Students with disabilities 41.4%	On the 2024 CA School Dashboard, the chronic absenteeism rate was: All students 23.5% Low-income 27.3% English learner 22.2% Long-term English learner 23.1% Foster youth 47.6% Hispanic 25.9%	On the 2025 CA School Dashboard, the chronic absenteeism rate was: All students 19.2% Low-income 21.7% English learner 14.8% Long-term English learner 14.0% Foster youth 28.6% Hispanic 20.9%	On the 2026 CA School Dashboard, the chronic absenteeism rate will be: All students 18% Low-income 23% English learner 14% Long-term English learner 14% Foster youth 11% Hispanic 21% Students with disabilities 31%	Difference between 2023 & 2025, in the chronic absenteeism rate: All Students Decreased 9.5% Low-income Decreased 12.2% English learners Decreased 9.9% Long-term English learners Decreased 9.0% Foster youth Increased 7.2% Hispanic students Decreased 10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino 24.7% Asian 14.6%	Students with disabilities 33.8% Filipino 15.6 % Asian 12.2%	Students with disabilities 26.4% Filipino 12.9 % Asian 10.3%	Filipino 14% Asian 10%	Students with disabilities Decreased 15.0% Filipino students Decreased 11.8% Asian students Decreased 4.3%
2.5	Attendance Rate CALPADS Report 14.1 "Student Absenteeism - Count"	In 2022-23, 43.78% of students attended school for 95% or more of the school year (absent less than 5%.) Actual P2 Attendance for All 3,038 Students was 92.56%	In 2023-24, 48.87% of students attended school for 95% or more of the school year (absent less than 95%.) Actual P2 Attendance for All 2,980 Students was 93.47%	In 2024-25, 53.61% of students attended school for 95% or more of the school year (absent less than 95%.) Actual P2 Attendance for All 2,980 Students was 93.72%	In 2025-26, 67% of students will attend school for 95% or more of the school year (absent less than 5%.) Actual P2 Attendance for All Students will be at least 95%	Between 2023 and 2025, an Increase of 9.83% of students attended school for 95% or more of the school year (absent less than 5% or more of the school year) Actual P2 attendance increased by 1.15%
2.6	School Connectedness and Sense of Safety as measured by the California Healthy Kids Survey -- Student Responses	In 2022-23, School Connectedness responses on the California Healthy Kids Survey: 78% grade 5 55% grade 7 42% grade 9 50% grade 11 School perceived as very safe or safe on the	In 2023-24, School Connectedness responses on the California Healthy Kids Survey: 83% grade 5 59% grade 7 52% grade 9 57% grade 11 School perceived as very safe or safe on the	In 2024-25, School Connectedness responses on the California Healthy Kids Survey: 71% grade 5 63% grade 7 56% grade 9 55% grade 11 School perceived as very safe or safe on the	In 2025-06, School Connectedness responses on the California Healthy Kids Survey will be: 82% grade 5 59% grade 7 46% grade 9 54% grade 11 School perceived as very safe/safe	Between 2023 and 2025, Students Feeling Connected on the California Healthy Kids Survey Students: Decreased 7% grade 5 Increased 8% grade 7 Increased 14% grade 9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Healthy Kids Survey 76% grade 5 55% grade 7 48% grade 9 51% grade 11	California Healthy Kids Survey 85% grade 5 61% grade 7 53% grade 9 54% grade 11	California Healthy Kids Survey 82% grade 5 64% grade 7 67% grade 9 64% grade 11	on the California Healthy Kids Survey will be: 80% grade 5 59% grade 7 52% grade 9 55% grade 11	Increased 5% grade 11 Students perceiving school as very safe or safe: Increased 6% grade 5 Increased 9% grade 7 Increased 19% grade 9 Increased 13% grade 11
2.7	School Safety for Students as measured by the California Healthy Kids Survey -- Staff Responses	In 2022-23, 34% of school staff perceive the school as safe or very safe for students to learn 29% responded positively about staff collegiality	In 2023-24, 88% of school staff perceive the school as supportive and safe environment for kids to learn 29% responded positively about staff collegiality	In 2024-25, 45% of school staff perceive the school as supportive and safe environment for kids to learn 41% responded positively about staff collegiality	In 2025-2006, 40% of school staff will perceive the school as safe or very safe for students 33% will respond positively about staff collegiality	Difference in Staff's Perceptions between 2023 and 2025 on School Safety for Students as measured by the California Healthy Kids -- Staff Survey: Increased 11% as school as a safe or very safe for students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		27% responded positively about staff working environment.	27% responded positively about staff working environment.	47% responded positively about staff working environment.	31% will respond positively about staff working environment.	Increased 12% in positive responses regarding staff collegiality Increased 20% in positive responses regarding their working environment
2.8	Suspension Rate CA School Dashboard Source: www.caschooldashboard.org	During the 2022-23 school year, % of students suspended at least once: All students 4.2% Low-income 5.2% English learners 4.6% Long-Term English learners 8.6% Foster Youth 7.9% Students with disabilities 6.3%	During the 2023-24 school year, % of students suspended at least once: All students 3.9% Low-income 4.7% English learners 5.6% Long-Term English learners 10.4% Foster Youth 15.2% Students with disabilities 8.1%	During the 2024-25 school year, % of students suspended at least once: All students 2.6 % Low-income 3.2% English learners 3.0% Long-Term English learners 4.8% Foster Youth 16.7% Students with disabilities 6.8%	During the 2025-26 school year, % of students suspended at least once will be: All students 2% Low-income 2% English learners 2% Long-Term English learners 2% Foster Youth 2% Students with disabilities 2%	Difference between 2023 and 2025 in the change of students suspended at least once: All students Decreased 1.6% Low-income students Decreased 2.0% English learners Decreased 1.6% Long-Term English learners Decreased 3.8% Foster Youth Increased 8.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 6.9% Two or more races 7% African American 7.6% White 3%	Homeless 3.3% Two or more races 2.0% African American 7.8% White 1.4%	Homeless 4.2% Two or more races 1.8% African American 10.1% White 1.5%	Homeless 2% Two or more races 2% African American 2% White 2%	Students with disabilities Increased .5% Homeless students Decreased 2.7% Two or more races Decreased 5.2% African American students Increased 2.5% White students Decreased 1.5%
2.9	Expulsion Rate Data Source: CALPADS EOY Report 7.3; Student SIS	In 2022-23, students expelled: All students - 0.2% (5 students) Low-income - 0.3% (5 students) English learners - 0.1% (1 student)	In 2023-24, students expelled: All students - .1% (3 students) Low-income - 0 English learners - 0	In 2024-25, students expelled: All students - 0 Low-income - 0 English learners - 0	In 2025-26, students expelled will be: All students < 4 students Low-income < 4 students English learners < 2 students	Difference between 2023 & 2025: All students Decreased of .2% (5 students) Low-income Decreased .3% (5 students) English learners Decreased .1% (1 student)
2.10	CALPADS Incident Count Report Data Source: CALPADS EOY Report 7.10	In 2022-23,	In 2023-24,	In 2024-25,	In 2025-26, < 50% of Incidents	Difference between 2023 & 2025:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Incidents involving Suspension or In-house Suspension 154 Unduplicated Pupil Count 134 87% of Incidents involved Unduplicated Pupils Incidents involving Expulsions 5 Unduplicated Pupil Count - 5 100% of Incidents involved Unduplicated Pupils	Incidents involving Suspension or In-house Suspension 160 Unduplicated Pupil Count 122 76% of Incidents involved Unduplicated Pupils Incidents involving Expulsions 3 Unduplicated Pupil Count 3 100% of Incidents involved Unduplicated Pupils	Incidents involving Suspension or In-house Suspension 102 Unduplicated Pupil Count 81 79% of Incidents involved Unduplicated Pupils Incidents involving Expulsions 0 Unduplicated Pupil Count 0 0% of Incidents involved Unduplicated Pupils	involving suspension or in-house suspension will be Unduplicated Pupils < 50% of Incidents involving expulsions will be Unduplicated Pupils	Incidents involving Suspension or In-house Suspension decreased 52 students Unduplicated Pupil Count of Suspended students decreased 53 students Decrease of 8% in Incidents involved Unduplicated Pupils Incidents involving Expulsions decreased by 5 students Unduplicated Pupil Count decreased by 5 students Decrease of 100% of Incidents involving Unduplicated Pupils Note: 0 students were expelled in 2024-25

Goal Analysis [2025-26]

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

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

Of the five actions within Goal 2, four were fully implemented as planned, while one action was partially implemented due to staffing challenges related to securing tutoring services for Foster Youth.

A significant success within this goal was the full implementation of Positive Behavioral Interventions and Supports (PBIS) under Action 2.1. Three of the District's six schools received implementation recognition awards from the Los Angeles County Office of Education (LACOE) for establishing structured learning environments with consistent Tier 1 PBIS supports. Another notable success was the implementation of the Attendance Initiative (Action 2.4) across all school sites. Site attendance clerks, in coordination with District personnel, implemented a unified and targeted approach to improving attendance and reducing chronic absenteeism. This coordinated districtwide effort strengthened intervention systems and improved consistency in attendance support practices across schools.

Implementation of the Integrated Mental Health System (Action 2.3) was partially successful. Tutoring services for Foster Youth were not implemented due to challenges in securing local tutoring providers. However, mental health services were successfully delivered to low-income students, English Learners, and Foster Youth to support both academic achievement and social-emotional well-being. Implementation of this action also revealed that the demand for mental health services exceeded the level of services initially available. Once supports were established on school campuses, it became evident that student needs extended far beyond the original projections. These findings reinforced the need to expand mental health systems and increase access to comprehensive, site-based supports for students.

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

2.2 (Enhanced Campus Security) Planned Expenditures: $20,000 and Estimated Actual Expenditures: $38,000. The material difference of $18,000 (90%) resulted from a pilot of a buzzer entry system at one school to see the effectiveness before purchasing for all sites in the 2026/27 school year and from the settlement for raises in salaries going back to 2024, 2025, and an increase in the portion of benefits that are covered.

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

Actions 2.1 (Positive Behavioral Interventions and Supports) and 2.2 (Enhanced Campus Security) were partially effective in closing achievement and opportunity gaps for English Learners, Foster Youth, and low-income students, as measured by changes in Chronic Absenteeism Rate, Suspension Rate, and staff responses on the California Healthy Kids Survey (CHKS) between 2023 and 2025. Compared to 2023, the 2025 California School Dashboard showed encouraging reductions in chronic absenteeism for All Students (-9.5%) and several student groups, including low-income students (-12.2%), students experiencing homelessness (-14.0%), English Learners (-9.9%), Long-Term English Learners (LTELs) (-15.0%), and Foster Youth (-14.0%). Compared to 2023, the 2025 California School Dashboard showed encouraging reductions in suspension rates for All Students (-1.6%) along with several student groups, including low-income students (-2.0%), students experiencing homelessness (-2.7%), English Learners (-1.6%), and Long-Term English Learners (-3.8%); however, some

groups did not show as promising results, including Students with Disabilities (+.5%), African American students (+2.5%), and Foster Youth (+8.8%). According to the California Healthy Kids Survey (CHKS), staff perceptions improved between 2023 and 2025. Positive responses regarding schools being safe or very safe for students increased by 11%, perceptions of positive collegiality among staff increased by 12%, and positive perceptions of the work environment increased by 20%. Overall, school climate and safety conditions are perceived to have improved between 2023 and 2025. These outcomes indicate that PBIS and enhances campus security may have contributed to improved student engagement and reductions in suspension rates for some student groups. However, persistent disparities among Foster Youth and LTELs demonstrate that additional targeted supports and engagement strategies are necessary to further narrow achievement and opportunity gaps across all student groups.

Actions 2.3 (Mental Health Support) and 2.4 (Attendance Initiative) were effective in narrowing opportunity gaps for English Learners, Foster Youth, and low-income students, as measured by changes in Chronic Absenteeism rates and student responses on the California Healthy Kids Survey (CHKS) between 2023 and 2025. Compared to 2023, the 2025 California School Dashboard showed encouraging reductions in chronic absenteeism for All Students (-9.5%) and several student groups, including low-income students (-12.2%), students experiencing homelessness (-14.0%), English Learners (-9.9%), Long-Term English Learners (LTELs) (-15.0%), and Foster Youth (-14.0%). Student responses on the California Healthy Kids Survey (CHKS) also reflected improvements in school connectedness and perceptions of safety between 2023 and 2025. Student connectedness increased for Grade 7 students (+8%), Grade 9 students (+14%), and Grade 11 students (+5%), while Grade 5 students demonstrated a decline of 7%. Perceptions of school as being safe or very safe improved across all grade levels during the same period, including Grade 5 (+6%), Grade 7 (+9%), Grade 9 (+19%), and Grade 11 (+3%). Overall, these results suggest that Actions 2.3 and 2.4 were effective in reducing barriers to attendance, strengthening students' sense of safety and connectedness, and narrowing opportunity gaps across student populations.

Action 2.5 (Professional Development focused on improving behavioral outcomes) was partially effective in closing the achievement gap for English Learners, Foster Youth, and low-income students, as measured by changes in the Chronic Absenteeism Rate, Suspension Rate, and the CALPADs Incident Report 7.10. Compared to 2023, the 2025 California School Dashboard showed encouraging reductions in chronic absenteeism for All Students (-9.5%) and several student groups, including low-income students (-12.2%), students experiencing homelessness (-14.0%), English Learners (-9.9%), Long-Term English Learners (LTELs) (-15.0%), and Foster Youth (-14.0%). Compared to 2023, the 2025 California School Dashboard showed encouraging reductions in suspension rates for All Students (-1.6%) along with several student groups, including low-income students (-2.0%), students experiencing homelessness (-2.7%), English Learners (-1.6%), and Long-Term English Learners (-3.8%); however, some groups did not show as promising results, including Students with Disabilities (+.5%), African American students (+2.5%), and Foster Youth (+8.8%). These outcomes indicate that the professional development contributed to improved behavioral outcomes and helped narrow opportunity gaps across multiple student groups, but more targeted interventions are still needed.

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

No changes will be made to goals, metrics, or target outcomes. Expanded actions will support deeper implementation and improved results in 2026–27:

Action 2.3 – Mental Health Support will be expanded in order to develop a District-run Integrated Mental Health System that doesn't depend upon contracted services through the addition of three counselors and one Wellness Coordinator (LCSW), along with the establishment of

Wellness Rooms at each site. Increasing counseling staff will reduce the student-to-counselor ratio and ensure that each school site has a dedicated counselor, eliminating travel time and improving access to timely support. The LCSW will lead the development of a comprehensive mental health support system, including the coordination of interns who will support the implementation of Wellness Rooms and provide site-based services. This structure ensures consistent, responsive, and accessible mental health support for students.

Action 2.4 – Attendance Initiative will be expanded through the addition of a Child Welfare and Attendance (CWA) worker to coordinate intensive attendance efforts and strengthen personalized interventions. These efforts will include home visits, targeted monitoring of students with chronic absenteeism patterns, and the implementation of individualized strategies to improve student attendance and engagement.

Significantly more S&C funds were spent on Actions 2.2, 2.3, and 2.4 as requests from parent and staff groups arose throughout the year to support the attendance, security, and mental health of students. These were deemed as urgent items that could not wait until the following year's LCAP Plan.

Minor revisions to the goal explanation to allow for improved readability. Updates to the metrics (2.1 - 2.9) to ensure accuracy and include all required student groups (e.g., long-term English Learners). Updates to the wording of the some actions to provide more details and specificity (2.1, 2.2, 2.5)

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions and Supports (PBIS)	Positive Behavioral Interventions and Supports (PBIS) serve as the foundation for a safe and structured learning environment in which expectations are clearly defined, appropriate behaviors are explicitly taught, and incentives are used to reinforce positive student outcomes. Analysis of suspension rate data from the California School Dashboard indicates that All Students (2.6%) are in the Green performance level; however, significant disparities persist among student groups, with Foster Youth (16.7%), English Learners (3%), LTELs (4.8%). and Low-income (3.2%). Students at increased risk of suspension benefit from a positive school culture in which expectations are clear and opportunities for meaningful connection to school are intentionally provided. This action will ensure that school site teams receive ongoing training in PBIS and that site-based PBIS teams consistently implement and monitor the PBIS matrix to support positive behavioral outcomes for all students, with an emphasis on addressing identified disparities. Training for school staff teams in Restorative Justice	$44,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PBIS Supplies		
2.2	Enhanced Campus Security	A student's sense of safety on campus is essential to improving outcomes for low-income students, Foster Youth, students experiencing homelessness, and English Learners, who may be disproportionately impacted by trauma and adverse childhood experiences (ACEs). This action ensures that staff responsible for campus safety are appropriately trained to support students who have experienced trauma and are equipped with the tools necessary to maintain a safe school environment. Training includes trauma-informed practices as well as protocols for responding to incidents such as acts of violence or campus intrusions. The addition of a School Resource Officer (SRO) across school sites further strengthens campus safety efforts by supporting staff, enhancing site-based security practices, and reinforcing a coordinated approach to maintaining safe and supportive learning environments. This action is implemented on an LEA-wide basis to ensure consistent safety practices across all school sites and to promote equitable access to a positive and supportive school climate. Safety Training for School Sites School Resource Office Entry Buzzer Systems	$207,000.00	Yes
2.3	Mental Health Support	Mental health supports are provided to promote student success by addressing the needs of low-income students, English Learners, and Foster Youth, who may be disproportionately impacted by factors such as language acquisition, economic hardship, involvement in the foster care system, and housing instability. Services including tutoring, additional counseling, and other mental health supports—along with the establishment of Wellness Rooms at each site—provide students with opportunities for regulation, connection, and support, enabling them to better engage in learning and improve academic outcomes. This action is implemented on an LEA-wide basis to ensure consistent integration of mental health practices across all school sites and to promote equitable access to a safe, supportive, and inclusive school environment. Mental Health Support and tutoring for Foster youth Additional counseling staff to provide support	$700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Wellness Coordinator (LCSW) Wellness Rooms		
2.4	Attendance Initiative	Implement an Attendance Initiative that provides targeted support to Foster Youth, low-income students, and English Learners—student groups that have historically experienced higher rates of truancy and dropout compared to the general population. The Student Services Department, including the Director, Child Welfare and Attendance (CWA) Coordinator, administrative support staff, and site attendance clerks, will oversee and monitor a system of tiered attendance interventions. This team will provide direct support to identified student groups and lead coordinated efforts to re-engage students who are at risk of chronic absenteeism or disconnection from school.	$1,045,000.00	Yes
2.5	Professional Development LREBG	Duarte Unified School District will provide targeted professional development for certificated and classified staff focused on trauma-informed practices, restorative practices, culturally responsive classroom management, and the Conscious Discipline framework. These trainings are designed to reduce chronic absenteeism, suspensions, and behavioral incidents among all students, particularly those at-promise students. Professional learning will include consultant-led training sessions, implementation resources, coaching support, and substitute coverage to maximize participation across school sites. Training will be ongoing and job-embedded, with an emphasis on developing a consistent, relationship-centered approach to discipline, student engagement, and classroom management throughout the district. A positive school climate and strong student-adult relationships are critical to student success, particularly for students who have experienced trauma, instability, or marginalization. Many at-promise youth face elevated stress and frequent transitions that increase their risk for behavioral challenges and chronic absenteeism. Conscious Discipline is an evidence-based, trauma-informed approach that helps adults regulate their own emotions so they can effectively model and teach these skills to students, resulting in	$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
		improved classroom management, stronger relationships, and increased student engagement. Research from the Harvard Center on the Developing Child and the National Child Traumatic Stress Network demonstrates that trauma-informed practices improve emotional regulation, reduce conflict, and promote safer learning environments. Research published in Children & Schools (2018) found that restorative practices contribute to reduced suspension rates and increased student engagement. Additionally, culturally responsive classroom management supports inclusive learning environments and helps address the disproportionate discipline outcomes often experienced by students of color and English Learners. By strengthening staff capacity to create safe, inclusive, and emotionally supportive learning environments, this action addresses root causes of behavioral incidents and absenteeism while fostering a stronger sense of safety, belonging, and connection for students. Effectiveness will be measured using the following metrics: Chronic Absenteeism Rate (Metric 2.4) Suspension Rate (Metric 2.8) CALPADS Incident Report 7.10 (Metric 2.10) A second strand of professional learning will focus on improving mathematics achievement, particularly for English Learners and low-income students. Secondary teachers will work with expert consultants to collaboratively develop and implement a districtwide vision for mathematics instruction grounded in the California Mathematics Framework. At the elementary and middle school levels, teachers will engage in professional learning centered on Cognitively Guided Instruction (CGI), a research-based, student-centered approach that builds conceptual understanding through problem-solving and mathematical discourse. Traditional, abstract, algorithm-driven mathematics instruction can create barriers for many students, particularly English Learners and low-income students. Through coaching and ongoing professional learning, teachers will learn to leverage CGI as an entry point into complex mathematical		

Action #	Title	Description	Total Funds	Contributing
		thinking by building on students' prior knowledge, language, and problem-solving strategies. Because CGI utilizes story problems, contextualized learning experiences, and student-generated explanations, it also serves as a powerful integrated English Language Development (ELD) strategy while supporting early intervention and acceleration in mathematics. The efficacy of Cognitively Guided Instruction (CGI) is supported by decades of research demonstrating its positive impact on student achievement, mathematical reasoning, and instructional practice (Franke et al., 2026; Ramalia, 2025; Rua, 2025; Schoen, 2024; Wang et al., 2025). Research has found that students participating in CGI classrooms demonstrate stronger problem-solving skills, deeper conceptual understanding, and increased mathematical discourse compared to students in more traditional instructional settings. CGI emphasizes student thinking, real-world problem solving, and discussion-based learning, making mathematics more accessible to a diverse range of learners. Because students are encouraged to explain their reasoning and build upon their existing knowledge, CGI provides meaningful entry points for English Learners and students who may struggle with traditional, procedure-focused mathematics instruction. Studies have also demonstrated positive outcomes for historically underserved student groups, including English Learners and low-income students, with evidence suggesting that student-centered mathematical discourse and conceptual learning can contribute to narrowing achievement gaps over time. By strengthening teacher capacity to implement these research-based instructional practices, the district seeks to improve mathematics achievement, increase student engagement, and provide more equitable access to rigorous mathematical learning opportunities. These professional learning opportunities are intended to accelerate learning recovery and address persistent achievement gaps that were exacerbated by disruptions to instruction, particularly for English Learners, and low-income students. Effectiveness will be measured using the following metrics: CAASPP Mathematics (Metric 1.2) English Learner Progress Indicator (Metric 1.4)		

Action #	Title	Description	Total Funds	Contributing
		Chronic Absenteeism Rate (Metric 2.4) All of the above actions support evidence-based learning strategies designed to accelerate academic progress, close learning gaps, and address barriers to student success. As such, they represent allowable uses of Learning Recovery Emergency Block Grant funds.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Family & Community Partnerships: Provide parent/family engagement based on a climate of trust and authentic two-way communication	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The need to strengthen parent and family engagement was identified through analysis of educational partner feedback collected during the 2024 and 2025 engagement process, as well as responses from the California Healthy Kids Survey (CHKS). Particular attention was given to the needs of families of Foster Youth, English Learners, and low-income students to ensure that engagement efforts were equitable, inclusive, and responsive to historically underserved student groups.

According to the California Department of Education's "Family Engagement Toolkit: Continuous Improvement Through an Equity Lens", two critical dimensions of effective family engagement are (1) building relationships, and, (2) connecting families to student learning. These principles guided the development of Goal 3 and the actions associated with it.

The actions and metrics within Goal 3 collectively support enhanced parent and family engagement in the following ways:

1. Building Trust: Consistent, reliable, and accessible communication through multiple platforms (Action 3.1) helps strengthen trust and partnership between families and schools.

2. Authentic Two-Way Communication: Communication tools and parent-focused engagement opportunities (Actions 3.1 and 3.2) provide meaningful opportunities for families to share feedback, express needs, and actively participate in school decision-making processes.

3. Inclusive and Equitable Engagement: Targeted outreach and support for families of English Learners, Foster Youth, and low-income students ensure that engagement efforts are culturally responsive, inclusive, and designed to address barriers to participation (Action 3.2)

4. Continuous Improvement: Ongoing monitoring of engagement metrics, survey responses, and educational partner feedback allows the District to evaluate effectiveness and refine strategies to better meet the needs of students and families.

Through these coordinated efforts, the District seeks to create meaningful parent and family engagement in which families feel connected, informed, valued, and empowered as partners in education. Increased family engagement will positively impact student outcomes, including academic achievement, attendance, school connectedness, and overall student well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Safety and Connectedness as measured by the California School Parent Survey	In 2022-23, parents reported: School is a safe place for my child 54% Harassment or bullying of students is a large problem 13% Parents feel welcome to participate in school 44%	In 2023-24, parents reported: School is a safe place for my child 45% Harassment or bullying of students is a large problem 28% Parents feel welcome to participate in school 31%	In 2024-25, parents reported: School is a safe place for my child 40% Harassment or bullying of students is a large problem 13% Parents feel welcome to participate in school 39%	In 2025-26, parents will report: School is a safe place for my child 60% Harassment or bully of students in a large problem 9% Parents feel welcome to participate in school 50%	Between 2023 and 2025, Parents' Responses: Decreased 14% on School is a safe place for my child Remained the same on Harassment or bullying of students Decreased 5% on Parents feel welcome to participate in school.
3.2	Parent and Family Engagement: Parent Participation and Decision Making Source: California Healthy Kids Survey - Parent Responses	Duarte Unified met standard of Local Indicator on the 2023 CA School Dashboard. On the California Healthy Kids Survey, 30% of parents responded that the school actively seeks the input of parents.	Duarte Unified met standard of Local Indicator on the 2024 CA School Dashboard. On the California Healthy Kids Survey, 68% of parents responded that the school actively seeks the input of parents.	Duarte Unified met standard of Local Indicator on the 2025 CA School Dashboard. On the California Healthy Kids Survey, 28% of parents responded that the school actively seeks the input of parents.	Duarte Unified will met standard of Local Indicator on the 2026 CA School Dashboard. On the California Healthy Kids Survey, 36% of parents will respond that the school actively seeks the input of parents	Between 2023 and 2025: Duarte Unified met standard of Local Indicator on the 2025 CA School Dashboard. On the California Healthy Kids Survey, a decrease of 2% of parents responded that the school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						actively seeks the input of parents.

Goal Analysis [2025-26]

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

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

Action 3.1 – Enhanced Communication Tools was fully implemented. Multiple communication platforms were utilized districtwide to strengthen parent engagement and enhance home–school connections. Tools such as ParentSquare, the Parent Portal, and school websites (Edlio) were consistently used to share timely updates and important information with families. In addition, a Public Relations consultant was incorporated into this action to further strengthen communication with the broader community, particularly in response to leadership transitions at the District level.

Action 3.2 – Parent and Family Engagement Events was not implemented as originally planned. While Parent University was not conducted, school sites implemented alternative family engagement opportunities aligned to the intent of the action. Staff stated there was not enough interest in that area to plan Parent University; however, community feedback stressed strong desire for these activities at the end of they year. Each site hosted a minimum of four events designed to engage families, including literacy nights, math nights, STEAM nights, International Baccalaureate (IB) family nights, and career-focused events.

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

3.1 (Enhanced Communication Tools) Planned Expenditures: $40,800 and Estimated Actual Expenditures: $50,980. The material difference of $10,180 (24.95%) resulted from an additional expenditure on public relations and the need for more communication due to a change in the superintendency, along with a rise in the cost of technology used to communicate with parents and the community.

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

Action 3.1 (Enhanced Communication Tools) was partially effective in narrowing opportunity gaps for English Learners, Foster Youth, and low-income students, as measured by changes in California School Dashboard indicators for CAASPP English Language Arts (ELA), Mathematics, and parent responses on the California Healthy Kids Survey (CHKS) between 2023 and 2025. In ELA, All Students improved by 4.1 points in Distance from Standard (DFS). Low-income students increased by 4.6 points, English Learners increased by 2.3 points, Long-Term English Learners (LTELs) increased by 2.4 points and students experiencing homelessness increased by 18.7 points. Other groups declined on ELA performance: Students with disabilities (-6.3 points) and foster youth (-21.6 points). In contrast, mathematics performance declined across all student groups. All Students decreased by 1.3 points in DFS, low-income students decreased by 0.7 points, English Learners decreased by 5.5 points, LTELs decreased by 5.9 points, students with disabilities decreased by 14.6 points and Foster Youth decreased by 20.6 points. These outcomes indicate a continued need for intensified mathematics instruction and intervention, as

achievement gaps widened between All Students and student groups including low-income students and English Learners. According to the California Healthy Kids Survey (CHKS), parent perceptions declined between 2023 and 2025. Fourteen percent fewer parents reported that school was a safe place for their child. While there was no change in the percentage of parents who believed harassment or bullying was a significant problem, 5% fewer parents reported feeling welcome to participate in school, and 2% fewer parents felt that schools actively seek parent input. Therefore, parent perceptions of school climate and safety declined slightly between 2023 and 2025. While ELA outcomes demonstrate promising progress for some student groups, additional efforts are needed to strengthen authentic family engagement, improve perceptions of school connectedness and safety, and provide targeted academic interventions—particularly in mathematics—to ensure more consistent progress in narrowing achievement and opportunity gaps across all student populations.

Action 3.2 (Parent-Focused Events) was partially effective in narrowing opportunity gaps for English Learners, Foster Youth, and low-income students, as measured by changes in Chronic Absenteeism and Suspension Rate indicators on the California School Dashboard between 2023 and 2025. Compared to 2023, the 2025 California School Dashboard showed encouraging reductions in chronic absenteeism for All Students (-9.5%) and several student groups, including low-income students (-12.2%), students experiencing homelessness (-14.0%), English Learners (-9.9%), Long-Term English Learners (LTELs) (-9.0%), with Foster Youth (+7.2%) being the only student group demonstrating an increase in Chronic Absenteeism during the year. Compared to 2023, the 2025 California School Dashboard showed encouraging reductions in suspension rates for All Students (-1.6%) along with several student groups, including low-income students (-2.0%), students experiencing homelessness (-2.7%), English Learners (-1.6%), and Long-Term English Learners (-3.8%); however, some groups did not show as promising results, including Students with Disabilities (+.5%), African American students (+2.5%), and Foster Youth (+8.8%). However, persistent disparities among Foster Youth and African American students demonstrate that additional targeted supports and engagement strategies are necessary to further narrow achievement and opportunity gaps across all student populations.

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.

Over the past three years, Parent and Family Engagement events have not been implemented as originally planned. Educational partner feedback consistently identified a need for increased opportunities for family involvement, including cultural celebrations and meaningful engagement activities. To address this need and strengthen the connection between home and school, Bilingual Family and Community Liaisons (Action 3.2) will be assigned to each school site to support and expand parent and family engagement efforts for the families of English Learners, low-income students, Foster Youth, and students experiencing homelessness. These liaisons will play a key role in welcoming families, providing translation and interpretation services, and fostering an inclusive and supportive school environment. Bilingual Family and Community Liaisons will coordinate and facilitate site-based parent and family engagement events and support the development of Parent Centers at each school. These centers will provide families with access to resources, information, and opportunities to actively participate in their child's education, promoting a sense of belonging, partnership, and school connectedness. A Coordinator of Engagement and Communications (Action 3.2) will oversee and coordinate the work of site-based liaisons, provide ongoing training, and establish a districtwide network to share best practices and ensure consistent, high-quality implementation of family engagement efforts across all school sites. This position will also lead communication and outreach efforts targeted toward families of English Learners, low-income students, Foster Youth, and students experiencing homelessness. Educational partner feedback also emphasized the importance of authentic two-way communication. While one-way communication from the district and school sites has been effective for sharing information, educational partners expressed a strong desire for increased opportunities for meaningful engagement and collaboration. Feedback highlighted the need

to expand family workshops, community-based events, and intentional strategies that foster welcoming environments and encourage authentic parent participation. Ensuring that families feel valued, included, and connected remains a consistent district priority. This focus on English Learners, low-income students, and foster youth changed Action 4.3 into an action that contributed to increased and improved services, different from previous years. Goal explanation and metrics were slightly revised to provide more clarity and specificity.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhanced Communication Tools	Provide multiple, authentic engagement opportunities and communication tools for parents and families, with a focus on increasing participation among groups that have historically been underrepresented, including families of English Learners, Foster Youth, students experiencing homelessness, and low-income students. Website (EdLio) Parent Portal Parent Link App Parent Square	$50,800.00	Yes
3.2	Parent/Family Focused Events	A Bilingual Family and Community Liaison will be assigned to each school site to support parents and families by providing translation and interpretation services, coordinating family engagement events, and strengthening the connection between home and school. Parent Centers will serve as welcoming spaces where families can access support services, connect with school staff, and participate in meaningful learning opportunities that promote family engagement and school connectedness. These centers will provide families with tools, information, educational resources, and opportunities to actively engage in their child's education and support student success. These efforts are designed to foster a more inclusive and welcoming environment, ensuring that families of low-income students, English Learners, and Foster Youth feel valued, informed, and supported as partners in their child's education. By reducing barriers to participation and increasing access to school resources and information, this action strengthens the capacity of families to support student learning, attendance, and engagement. The Coordinator of Family and Community Engagement will oversee and coordinate the work of site-based liaisons,	$430,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide ongoing training, and establish a districtwide network to share best practices and ensure consistent, high-quality implementation of family engagement efforts across all school sites. This position will also lead communication and outreach efforts targeted toward families of English Learners, low-income students, and Foster Youth, while coordinating districtwide strategies to strengthen relationships among families, staff, and the broader community. This action is intended to improve outcomes related to academic achievement, graduation rate, college and career readiness, suspension rates, and chronic absenteeism by strengthening family engagement, improving communication, and increasing access to supportive resources for historically underserved student groups. Through targeted outreach, translation services, family education opportunities, and ongoing relationship-building, this action contributes to increased and improved services for low-income students, English Learners, and Foster Youth. (2026-27 is the first year that this Action is contributing)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	21st Century Schools, Facilities and Operations: Provide a highly skilled staff and 21st century facilities that support diverse educational programs that prepare students for college, career and life.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The District developed this goal in recognition of the importance of preparing students to successfully navigate an increasingly complex and rapidly changing world. Achieving this goal requires highly qualified and knowledgeable educators who can provide rigorous, engaging, and high-quality instruction, as well as safe, modern facilities equipped with the resources and technology necessary to support diverse learning experiences. By prioritizing strong instructional programs, effective staffing, safe and well-maintained facilities, and access to high-quality instructional materials and technology, the District seeks to ensure that all students are equipped with the knowledge, skills, and opportunities needed to succeed academically, pursue meaningful college and career pathways, and thrive in their future personal and professional lives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Mis-Assignments Of Teachers as reported on the CA School Dashboard Source: www.caschooldashboard.org	The standard was met with 79.8% of teachers appropriately assigned on the 2023 CA School Dashboard.	The standard was met with 83.2% of teachers appropriately assigned on the 2024 CA School Dashboard.	The standard was met with 84.4% of teachers appropriately assigned on the 2025 CA School Dashboard.	The standard will be met with 100% of teachers appropriately assigned on the CA School Dashboard.	Between 2023 and 2025, the District improved this performance by 4.6%, with 84.4% of teachers appropriately assigned.
4.2	Instances where facilities meet the "Good Repair" as measured by the Facilities Inspection Tool and reported on the CA School Dashboard	The standard was met with 100% of facilities meeting the "Good Repair" Standard as reported on the 2023 CA School Dashboard	The standard was met with 100% of facilities meeting the "Good Repair" Standard as reported on the	The standard was met with 100% of facilities meeting the "Good Repair" Standard as reported on the	The standard will be met with 100% of facilities meeting the "Good Repair" Standard as	Between 2023 and 2025, the District maintained this performance, again meeting the standard with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: www.caschooldashboard.org		2024 CA School Dashboard	2025 CA School Dashboard	reported on the CA School Dashboard.	100% of facilities meeting the "Good Repair" Standard as reported on the 2025 CA School Dashboard. The difference is 0.
4.3	Percent of Students with access to standards-aligned instructional materials for use at school and at home as measured by Williams report and reported on the CA School Dashboard Source: www.caschooldashboard.org	The standard for instructional materials was met with 100% of students have access to standards-aligned instructional materials for use at school and at home as reported on the 2023 CA School Dashboard.	The standard for instructional materials was met with 100% of students have access to standards-aligned instructional materials for use at school and at home as reported on the 2024 CA School Dashboard.	The standard for instructional materials was met with 100% of students have access to standards-aligned instructional materials for use at school and at home as reported on the 2025 CA School Dashboard.	The standard for instructional materials will be met with 100% of students have access to standards-aligned instructional materials for use at school and at home as reported on the CA School Dashboard.	Between 2023 and 2025, the District maintained the performance, again meeting the standard for instructional materials with 100% of students have access to standards-aligned instructional materials for use at school and at home as reported on the 2025 CA School Dashboard. The difference is 0.

Goal Analysis [2025-26]

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

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

Six out of six actions in Goal 4 were fully implemented.

During implementation, the District experienced some challenges in recruiting and retaining high-quality staff. While positions were filled, a small number of hires did not fully meet performance expectations.

In addition, the District experienced retention challenges due in part to more competitive salary schedules offered by neighboring districts; however, one of the biggest successes this year was a raise, a retro raise, and an increase in benefits for all personnel, so the challenge of losing staff to neighboring districts should be minimized in the future.

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

Material differences in 4.1 (less $8 million) and 4.3 ($2 million) was due to the use of categorical funding to cover salaries for certificated and classified personnel. Action 4.2 (administrators' salaries) was $1.3 million more due to raises, retro-raises, and settlements. Action 4.6 was $300,000 more due to increased Science materials needed.

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

Goal 4 included six actions, all of which were effective in maintaining and supporting essential District operations and services. All of these metrics combine to form a healthy school climate in which student achievement may be not only addressed, but positively impacted, for all student groups. While this was not explicitly mentioned as the intended outcome, it is understood that teachers directly impact student learning, while administrators and other staff provide support that allow teachers to effectively do their job. The same is true of up-to-date and clean facilities, standards-based materials, and other operational items. Without all of these in place at a quality level, teachers could not impact positively students' learning to the degree they currently do.

Action 4.1 (Quality Certificated Staff) was effective. According to the CA School Dashboard, the percentage of appropriately assigned teachers increased by 4% between 2023 and 2025. Action 4.2 (Quality Administrators) was effective. According to the CA School Dashboard, the number of administrators remained the same between 2023 and 2025. Action 4.3 (Quality Classified Support Staff) was effective. According to the CA School Dashboard, the percentage of appropriately assigned support staff remained the same between 2023 and 2025. Action 4.4 (Operational Expenses) was effective. According to the internal business measures, the percentage of operational expenses appropriately increased according to inflationary measures between 2023 and 2025. Action 4.5 (Maintenance and Facilities) was effective. According to the CA School Dashboard, there were not any instances where facilities did not meet the "Good Repair" standard. All sites (100%) were deemed standard met, with no change between 2023 and 2025. Action 4.5 (Standards-based Instructional Materials) was effective. According to the CA School Dashboard, the Standards-based Instructional Materials were deemed standard met with all students (100%) having access to materials, with no change between 2023 and 2025.

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

No changes are planned to Goal 4 or actions. Adjustments are limited to cost increases for salaries and substitute compensation.

Significantly less of LCFF funds were spent on 4.1 Certificated and 4.3 Classified staff due to the use of Categorical funds. Significantly more LCFF funds was spent on 4.2 administrators due to raises and the payout of retro raises. Also, more LCFF funds were spent on 4.6 standards-based materials than budgeted due to the need for additional resources in science.

Minor revisions were made to the goal explanation and metrics to improve clarity, specificity and accuracy. Data sources were added to 4.1, 4.2. and 4.3, with updated data in 4.1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Quality Certificated Staff	Compensate and support a high quality certificated staff to minimize staff turnover. Per Williams v. State of California, every student will receive instruction from a fully credentialed teacher. Salaries and benefits for certificated staff	$9,701,127.00	No
4.2	Quality administrators	Compensate and support highly effective and learning-centered leaders and administrative management staff. Salaries and benefits for management positions	$5,836,189.00	No
4.3	Quality classified support staff	Compensate and support a highly trained support staff and qualified paraprofessionals, including certification and licensure requirements, if necessary, in all schools and the District office.	$7,682,132.00	No
4.4	Operational Expenses	Per Williams, et al., vs. State of California, et al. provide expenditures for basic services to support operational expenses incurred in carrying out an organization's day-to-day activities. Operational Expenses	$446,000.00	No
4.5	Maintenance and Facilities	Per Williams, et al., vs. State of California, et al. provide sufficient maintenance, grounds, and facilities staff to maintain safe and decent school facilities Maintenance Expenses	$885,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Standards-based Instructional Materials	Per Williams, et al., vs. State of California, et al. (Williams) provide state-adopted CCSS- based textbooks and instructional materials. Core Instructional Materials	$345,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Mt. Olive Innovation and Technology High School will increase the percentage of low-income and English Learner students graduating “Prepared” on the College and Career Indicator (CCI) from 0% to at least 10%, and will increase the DASS 1-Year Graduation Rate for these student groups from 91% to at least 95%, as measured by the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Based on the 2025 California School Dashboard data, Mt. Olive Innovation and Technology High School identified a critical need to improve college and career readiness outcomes for low-income students. Mt. Olive serves a high percentage of historically underserved students, including 90.7% low-income, 27.8% English Learners, and 3.7% foster youth. The transiency rate for 2024-25 at Mt. Olive was 51.3%. With a total enrollment of 54 students, the small numbers in student accountability groups leads to results for All students and Low-income students on most measures. While the needs of these students will not be ignored, as a student group their metrics cannot be used to measure progress. As such, these will be the main groups to measure -- English Learners and Students with Disabilities are typically under 11 students at do not yield a consistent measurement that can be validly and reliably used as a metric.

Dashboard data reveals significant academic performance challenges:
* English Language Arts: Students scored 109.4 points below standard
* Mathematics: Students scored 209.4 points below standard, reflecting a decline of 11.1 points from 2023
* Science: Students scored 9 points
* College and Career Readiness: 0% of graduates were prepared for post-secondary success

These results point to a persistent and widening achievement gap that disproportionately affects low-income. A comprehensive needs analysis that included:
* Review of Dashboard data to identify trends and performance disparities
* Input from educational partners, including staff, families, students, and community members, to better understand barriers to success
* Feedback from the WASC Visiting Committee, which emphasized the need to enhance use of online career readiness tools like MajorClarity and expand access to college and career planning resources
* Internal school evaluation, which identified college and career readiness as a critical area for growth and equity

As a result, this LCAP includes a focus goal to implement targeted strategies that improve college and career readiness, particularly for low-income students. Key actions include:
* Expanding the use of MajorClarity to support student exploration and planning
* Increasing access to career technical education (CTE) pathways, internships, and real-world learning experiences
* Providing academic supports in English and mathematics aligned to college readiness benchmarks
* Enhancing family engagement through college awareness and financial aid workshops
* By prioritizing this goal, Mt. Olive aims to close equity gaps and ensure that all students graduate with the skills, knowledge, and preparation needed for success in college, career, and life

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	DASS 1-Year Graduation Rate - Mt. Olive High School Data source: CA School Dashboard Additional Reports "DASS 1 Year Graduation Report"	Class of 2023 All students 78.7% Low-Income 75.6%	Class of 2024 All students 89.7% Low-Income 91.4%	Class of 2025 All students 100% Low-Income 100%	Class of 2026 will be: All students 84% Low-Income 83%	Difference between Class of 2023 and Class of 2025: All students Increased 21.3% Low-Income Increased 24.4%
5.2	College/Career Indicator - Mt. Olive High School Data source: CA School Dashboard Additional Reports "College/Career Levels & Measures Report"	On the 2023 CA School Dashboard, Students Prepared on the Mt. Olive College/Career Indicator: All Students 0% Low-Income 0%	On the 2024 CA School Dashboard, Students Prepared on the Mt. Olive College/Career Indicator: All Students 2.2% Low-Income 2.4%	On the 2025 CA School Dashboard, Students Prepared on the Mt. Olive College/Career Indicator: All Students 0% Low-Income 0%	On the 2026 CA School Dashboard, Mt. Olive College/Career Indicator will be: All Students 10% Low-Income- 5%	Difference between 2023 and 2025, CA School Dashboard, Mt. Olive College/Career Indicator: All Students maintained at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Low-income maintained at 0%

Goal Analysis [2025-26]

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

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

Of the seven actions within Goal 5, six were fully implemented as planned, while one action—Action 5.6 (CTE Professional Development)—was partially implemented due to limited teacher participation in the planned professional learning activities.

A significant implementation success within this goal was the College and Career Guidance efforts. Academic counselors met regularly with students and utilized college and career readiness assessments to support students in developing individualized postsecondary plans and exploring future career pathways.

One implementation challenge involved increasing student enrollment in concurrent enrollment courses offered through Citrus College. Although these courses were made available on campus to improve accessibility, student participation remained lower than anticipated (same as prior years). Continued efforts will focus on increasing student awareness, engagement, and participation in these opportunities to expand college and career readiness experiences.

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

There were not any material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in 2025-2026 for Goal 5.

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

Action 5.1 Strengthening College & Career Readiness was partially effective based on CTE's High-Quality Program Self-Evaluation. Comparing 2025 to 2023, the results showed improvement in the areas of community partnerships and student assessment, while professional development declined. These results aligned with the implementation results.

Action 5.2 College & Career Guidance was partially effective based on embedded College/Career Assessments. Comparing 2025 to 2023, the results showed improvement, the results remained the same with all students completing the assessments.

Action 5.3 Workshops, Internships, and Work-Based Learning was partially effective based on CTSO participation, Internship & WBL hours completed. The hours of student participation in 2025-26 were the same as the hours in 2022-23; however the outcomes continue be considered an exemplary practice at Mt. Olive Innovation and Technology School. Students participate in a range of high-quality career-connected learning experiences that include workshops, internships, and industry-aligned programs. Notable opportunities include participation in Career Technical Student Organizations (CTSOs) such as SkillsUSA, and engagement with professional organizations and events such as the Southern California chapter of the National Organization of Minority Architects, the Kurdish Film Festival, New Filmmakers LA, and Screen Fest. These partnerships provide students with access to career-focused workshops in areas such as screenwriting, editing, acting, and makeup design. Additionally, 8th-grade students from Royal Oaks and Beardslee schools are invited to participate, supporting early exposure to career pathways and promoting a strong bridge from middle to high school. This action supports college and career readiness by connecting students with real-world professionals and hands-on experiences that align with their interests and aspirations.

Action 5.4 Concurrent Enrollment was partially effective based on number of concurrent students enrolled. According to 2025 district enrollment records, there is no change in the number of students enrolled as in 2023-24.

Action 5.5 Industry & Business Partner Support was effective based on the 2025 field trip records at Mt. Olive which show that there was one field trip per month to business and industry partners, the same as 2023 (9 field trips in each year), and the goal for the year. Support from the consortium facilitated this work.

Action 5.6 CTE Professional Development was partially effective based on the decreased registration in CTE professional development in 2025 compared to 2023.

Action 5.7 Cinematic Arts Pathway Technology was effective based on the increased use of technology to produce student film in 2025 when compared to 2023. Student engagement and skill development increased within the Cinematic Arts Pathway as industry professionals worked directly with students, based on internal surveys, providing hands-on instruction in the use of professional grade equipment. Students were given multiple opportunities to apply their knowledge in real-world settings, using the tools and techniques of the film and media industry. This action supported both technical skill acquisition and the development of creative and professional competencies aligned to college and career readiness.

Note: While CCI was designated as the metric for many Actions, the next LCAP will bring Graduation Rate into focus more, as Mt. Olive had 100% graduation rate that was not highlighted in this round due to the focus on CCI. Additional surveys and qualitative measures will also be introduced to measure program quality. Small numbers also skew the results shown, with one student in the overall population equal to 8% - 12%, depending upon the indicator.

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

There are no changes to the planned goal, target outcomes, or actions for 2026/27. There was a slight revision to the goal explanation. Data sources were added to both metrics as well as changes to student groups due to low numbers in student population.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Strengthen College & Career Readiness	Strengthening college and career readiness by implementing the 12 Essential Elements of a High Quality CTE Program. The metric used to measure the effectiveness of the action is the High Quality CTE Program self-evaluation tool provided by the CDE.	$0.00	No
5.2	College & Career Guidance	Providing comprehensive college and career guidance through an academic counselor and the use of online platforms MajorClarity and eDynamics to help students explore career options, set goals and develop post-secondary plans. The metric used to measure the effectiveness of the actions are the embedded college and career assessments	$30,000.00	No
5.3	Workshops, Internships & Work-Based Learning	Offering vocational workshops, internships and work-based learning opportunities to equip students with practical skills and experiences. Examples include: Student participation in CTSOs, particularly SkillsUSA; Workshops, internships, work-based learning will be done through Creating Creators. The metric used to measure the effectiveness of the actions will include CTSO participation; Internship & WBL hours completed.	$50,000.00	No
5.4	Concurrent Enrollment	Implementing college and career readiness through concurrent enrollment for juniors and seniors. The metric used to measure the effectiveness of the actions will include the number of students concurrently enrolled.	$0.00	No
5.5	Industry & Business Partner Support	Developing and strengthening business, industry partners and community organizations to provide additional resources and support for career development. The metric used to measure the effectiveness of the actions	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		will include the number of field trips to business and industry partners. We are scheduling 1 field trip per month.		
5.6	CTE Professional Development	Providing CTE professional development opportunities for teachers throughout the year. Examples include: LACOE trainings, CTE Conferences and professional development; additional work hours. The metric used to measure the effectiveness of the actions will include teacher registration and application of applied strategy effectiveness	$14,000.00	No
5.7	Cinematic Arts Pathway Technology	Cinematic arts equipment includes cameras, lenses, lighting fixtures, grip gear, sound recording tools, editing software, visual effects programs, props, costumes, makeup, and production accessories. The metric used to measure the effectiveness of this action will include the implementation and use of technology to produce student film	$25,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,565,303	$720,016

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
23.523%	0.000%	$0.00	23.523%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental resources targeted to close the achievement gap **Need:** 2025 CAASPP data shows the following concerns: English language arts: English learners scored 53.6 points below standard	In order to address this need, we will provide Instructional materials for intervention to effectively meet the targeted needs and improve ELA and Math academic outcomes of at-promise students including English learners, foster youth, low-income students. Hands-on learning activities such as Outdoor Science Education increase equitable access to engaging learning by reducing financial barriers for low-income students.	We will monitor the effectiveness of this action: CAASPP English language arts (Metric 1.1) CAASPP Math (Metric 1.2) California Science Test (Metric 1.3) English learner Progress Indicator (Metric 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
	Long-term English learners scored 32.0 points below standard Homeless students scored 42.2 points below standard Low-income students scored 70.6 points below standard While all students scored 8.5 points below standard In Math: English learners scored 89.8 points below standard Long-term English learners scored 138.2 points below standard Homeless student scored 75.2 points below standard Low-income students scored 73.9 points below standard While all students scored 52.8 points below standard. Based on the needs assessment that included data and educational partner feedback, English learners, low-income, and homeless youth need additional targeted academic support in English language arts, math and science that is consistent and engaging. **Scope:** LEA-wide	Teacher Learning Coaches facilitate professional learning for teachers and Tier II interventions for English learners, low-income and foster youth to improve academic outcomes. Training in coaching techniques for TLCs make them more effective with teachers on their respective school sites. Resources for foster and homeless, students including school supplies, transportation and tutoring, improve academic outcomes. Expand tutoring and programs for English Learners, foster youth, and Low-income students. This action is provided on an LEA-wide basis because all our students benefit from additional support when there is an identified need. This action aligns with and strengthens the LEA's ongoing differentiated assistance efforts by addressing the identified need to improve ELA and math outcomes for African American students through targeted supports and services.	
1.2	**Action:** Targeted Class Size Reduction **Need:**	In order to address this need, class sizes will be reduced in those classes that have a high percentage of English learner, low-income and foster youth so that teachers are able to provide individualized support to those students who are	We will monitor the effectiveness of this action by: CAASPP English language arts (Metric 1.1)

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
	2025 CAASPP data shows the following concerns: English language arts: English learners scored 53.6 points below standard Long-term English learners scored 70.6 points below standard Homeless students scored 42.2 points below standard Low-income students scored 70.6 points below standard While all students scored 8.5 points below standard In Math: English learners scored 89.8 points below standard Long-term English learners scored 138.2 points below standard Homeless student scored 75.2 points below standard Low-income students scored 73.9 points below standard While all students scored 52.8 points below standard. A-G Completion rate shows the following concerns: Low-income 25.8% English learner 11.8% Long-Term English learner 13.2% Homeless 15.2% While all students were at 30.6%	struggling. The action is directed at improving academic outcomes This action is provided on an LEA-wide basis because here are high-needs students in all schools/classrooms across the District.	CAASPP Math (Metric 1.2) California Science Test (Metric 1.3) A-G Completion rate (Metric 1.8)

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
	Educator partner feedback indicated that class size limits the attention that teachers may give to student who need additional support: “class sizes are too large, assistance is needed to meet needs” “too many kids in a class gets the teacher overwhelmed and then they can't handle the class” “We need smaller class sizes to help them with reading, writing, and math.” Based on the needs assessment that included data and educational partner feedback, English leaners, low income, and foster youth need more individualized support to address their unique needs in order to achieve the same performance levels as all students. **Scope:** LEA-wide		
1.5	**Action:** Career Preparation **Need:** 2025 College/Career Ready report: A-G Requirements and at Least One CTE pathway shows the following concerns: Low-income 3.5% English learners 2.9% Long-term English learners 3.8% While all students were at 3.9% CTE Pathway completion rate shows the following concerns: Low-income 16.7%	To address this need, English Learners, Foster Youth, and low-income students will be provided with expanded opportunities to effectively prepare for college and career, including increased access to A–G–approved Career Technical Education (CTE) pathway options. This action is implemented on a schoolwide basis at Duarte High School and Mt. Olive High School to ensure that the master schedule reflects a comprehensive range of rigorous and relevant course offerings aligned to real-world career pathways. These opportunities are designed to increase student engagement, expand postsecondary options, and better prepare students for success after graduation.	We will monitor the effectiveness of this action: CTE Pathway completion rate (Metric 1.7) College/Career Ready rate (Metric 1.9)

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
	English learner 13.2% Long-term English learners 13.2% While all students were 15.3% Based on a comprehensive needs assessment that included analysis of student data and input from educational partners, English Learners, low-income students, and Foster Youth require expanded opportunities in high school to engage in relevant college and career preparation. Feedback from Community Engagement Committee (CEC) and other educational partners emphasized the importance of providing access to rigorous, relevant Career Technical Education (CTE) courses and work-based learning opportunities, including internships. **Scope:** Schoolwide		
1.6	**Action:** High School Intervention K-8 Intervention Teachers **Need:** 2025 CAASPP data shows the following concerns: English language arts: English learners scored 53.6 points below standard Long-term English learners scored 32.0 points below standard Homeless students scored 42.2 points below standard	These disparities indicate that current systems are not fully meeting the needs of the District's most vulnerable student groups. Educational partner feedback, including input from teachers and staff, emphasized that students who are struggling academically require targeted and consistent intervention to close achievement gaps. To address this need, the District will provide site-based intervention teachers focused on English Language Arts and mathematics. These teachers will deliver targeted instruction, facilitate small-group remediation, and support accelerated student growth.	We will monitor the effectiveness of this action by: CAASPP ELA & Math (Metric 1.1 & Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income students scored 70.6 points below standard While all students scored 8.5 points below standard In Math: English learners scored 89.8 points below standard Long-term English learners scored 138.2 points below standard Homeless student scored 75.2 points below standard Low-income students scored 73.9 points below standard While all students scored 52.8 points below standard. When asked for input, educator partner feedback indicated that struggling students need additional structured support to be successful. More intervention opportunities, coherently delivered, were specifically asked for in the feedback by sites, parents, and the community. Recent assessment data and educator feedback highlight a clear and urgent need for additional academic support for struggling students. In ELA and Math, the gaps are evident. Placing a teacher at each site means students', teachers', and community needs are met in the more efficient manner possible. Investing in intervention support is essential to ensuring equity and improving outcomes for all learners, particularly those most at risk of falling further behind.	At the K–6/8 level, English Learners, Foster Youth and low-income students will receive targeted reading and mathematics intervention at all school sites. This action is implemented on an LEA-wide basis to ensure equitable access to intervention supports, as these student groups are represented across all schools. At the high school level, targeted reading intervention will be provided at Duarte High School. The master schedule will include a Reading Intervention English course designed for students who are at risk of not passing grade-level English courses due to below-grade-level reading proficiency. This course will provide focused support to strengthen literacy skills and improve access to the core curriculum.	

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
	Tutoring and small-group instructional opportunities are essential for meeting the specific academic needs of low-income students, English learners, homeless youth and foster youth. These student groups often face systemic barriers that can impact their access to grade-level instruction and academic success. Targeted, small-group support provides a focused learning environment where instruction can be personalized, immediate feedback can be given, and foundational skills in reading and math can be strengthened. Based on our 2025 EAP Readiness in English language arts for grade 11 students, the following percentage of students are demonstrate readiness for college in ELA : Low-income 55.64% English learners 25.00% Long-term English learners 31.25% While All students 57.37% Feedback from Educational Partners include: “Strategic intervention plan for at risk students. Students enter 9th grade with huge learning gaps.” "We need more reading and math intervention support for students who don't qualify for IEPs" "We need to focus on closing the achievement gap, providing targeted support for underserved students" "We need more intervention support teachers to help close the achievement gap. Gen Ed teachers cannot do it alone with a class full of 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
	at varying academic levels and no additional support." Based on the needs assessment that included an analysis of data and educational partner feedback, English learners, foster youth, low-income students need to attain a proficient level of reading and mathematical literacy in order to access the core curriculum. **Scope:** LEA-wide		
1.7	**Action:** Multi-Tiered System of Supports (MTSS) & Professional Learning Communities (PLC) **Need:** 2025 CAASPP data shows the following concerns: English language arts: English learners scored 53.6 points below standard Long-term English learners scored 70.6 points below standard Homeless students scored 42.2 points below standard Low-income students scored 32.0 points below standard While all students scored 8.5 points below standard In Math: English learners scored 89.8 points below standard	Based on this identified need, English Learners, Foster Youth, and low-income students will be collaboratively monitored through the MTSS and PLC process using effective assessment tools to identify and implement appropriate interventions. This action is implemented on an LEA-wide basis to ensure that all students are systematically monitored and supported through a consistent MTSS and PLC framework. As a result, instructional delivery is more strategic and responsive, allowing for targeted interventions that address the needs of at-promise student groups, including English Learners, Foster Youth, and low-income students. Providing this action on an LEA-wide basis ensures that all students benefit from early identification of needs and timely intervention, promoting improved academic outcomes and equitable access to support.	We will monitor the effectiveness of this action: CAASPP English language arts (Metric 1.1) CAASPP Math (Metric 1.2) A-G Completion rate (Metric 1.8)

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
	Long-term English learners scored 138.2 points below standard Homeless student scored 75.2 points below standard Low-income students scored 73.9 points below standard While all students scored 52.8 points below standard. A-G Completion rate shows the following concerns, with the following percentage of the graduation class completing the course of study: Low-income 25.8% English learner 11.8% Long-Term English learner 13.2% Homeless 15.2% While all students were at 30.6% Feedback from Educational Partners include: "There needs to be consistent and equitable access to quality education across all schools. We need to align programs, enhance communication, and provide adequate resources in order to realize gains in student engagement and achievement for all students, not just some." Based on the needs assessment that included analysis of data and educational partner feedback, English learners, low-income and foster youth students need close monitoring of academic progress. **Scope:**		

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		
1.8	**Action:** Middle School Career Exploration **Need:** 2025 College/Career Ready report: A-G Requirements and at Least One CTE pathway shows the following concerns: Low-income 3.5% English learners 2.9% While all students were at 3.9% CTE Pathway completion rate shows the following concerns: Low-income 16.7% English learner 13.2% While all students were 15.3% Based on the needs assessment that included an analysis of data and educational partner feedback, English learners, low-income student and foster youth need more options during high school to engage in relevant college and career-based preparation. **Scope:** LEA-wide	Based on this need, English learners, foster youth and low-income students starting in grades 6-8 will be provided expanded course offerings so that they will be more prepared to select and complete a college/career high school pathway. This action is provided on an LEA-basis so that these course offerings will be integrated into the master schedule at all schools to ensure equitable opportunities for all unduplicated pupils.	We will monitor the effectiveness of this action: CTE Pathway completion rate (Metric 1.7) College/Career Ready rate (Metric 1.9) A-G Completion rate (Metric 1.8)
1.9	**Action:** Technology Initiative **Need:** 2025 CAASPP data shows the following concerns:	Based on this need, English learners, foster youth, and low-income students will be provided the digital tools and support to use those tools. It is provided on an LEA-basis to establish an equitable standard for instructional technology across all student groups. Multiple software packages will be	We will monitor the effectiveness of this action: CAASPP English language arts (Metric 1.1) CAASPP Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English language arts: English learners scored 53.6 points below standard Long-term English learners scored 70.6 points below standard Homeless students scored 42.2 points below standard Low-income students scored 70.6 points below standard African American students scored 57.7 points below standard While all students scored 8.5 points below standard In Math: English learners scored 89.8 points below standard Long-term English learners scored 138.2 points below standard Homeless student scored 75.2 points below standard Low-income students scored 73.9 points below standard African American students scored 159.5 points below standard While all students scored 52.8 points below standard. A-G Completion rate shows the following concerns: Low-income 25.8% English learner 11.8% Long-Term English learner 13.2% Homeless 15.2% While all students were at 30.6%	purchased, including math and ELA supports. Software supports English learners and low-income students by increasing access to personalized instruction, language supports, and timely academic intervention. For English learners, instructional software provides embedded vocabulary support, translation tools, text-to-speech, speech practice, visuals, leveled reading passages, and immediate feedback to help students build English proficiency while accessing grade-level content. It also allows teachers to monitor student progress and adjust instruction based on individual language and academic needs. For low-income students, software helps reduce barriers to learning by providing access to digital instructional materials, intervention programs, credit recovery, college and career planning tools, and practice opportunities beyond the school day. These tools help ensure that students who may not have access to outside tutoring or enrichment receive additional support at school and, when available, at home. Overall, software helps the district provide more targeted, equitable, and responsive support by identifying learning gaps, differentiating instruction, supporting multilingual access, and giving teachers data to provide timely intervention for students most in need of additional time, support, and opportunity.	A-G Completion rate (Metric 1.8)

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
	Educational partner feedback comments include show the follow concerns: "Have varying levels of classes to help the students who are struggling. So the students that are struggling are in a class that can go at a slower pace." "better tech programs that are self guiding for students like khan academy so students with different pace can learn at their own pace" "Ensuring that our students have access to the latest curriculum and materials should priority for our District. Up-to-date curriculum support teachers in their efforts to deliver effective instruction. "Having access allows teachers to meet the diverse needs." "providing better working laptops and 1-to-1 devices can enhance teaching and learning experiences. Technology updates are essential for maintaining competitive and effective educational environments." Based on the needs assessment that included analysis of data and educational partner feedback, English learners, foster youth, and low-income students need to have equitable access to the tools that support differentiated instruction that meets their unique needs. **Scope:** LEA-wide		
1.13	**Action:** Instructional Improvement and Coherence	Teachers will be provided with professional development opportunities to increase their understanding of how to address students' language proficiency, as well as reading and math	We will monitor the effectiveness of this action:

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: 2025 CAASPP data shows the following concerns: English language arts: English learners scored 53.6 points below standard Long-term English learners scored 30.0 points below standard Homeless students scored 42.2 points below standard Low-income students scored 70.6 points below standard While all students scored 8.5 points below standard In Math: English learners scored 89.8 points below standard Long-term English learners scored 138.2 points below standard Homeless student scored 75.2 points below standard Low-income students scored 73.9 points below standard While all students scored 52.8 points below standard. A-G Completion rate shows the following concerns: Low-income 25.8% English learner 11.8% Long-Term English learner 13.2% Homeless 15.2% While all students were at 30.6%	deficiencies. These trainings will be offered on a districtwide basis, ensuring that all students benefit from enhanced instructional strategies implemented in the classroom.	CAASPP English language arts (Metric 1.1) CAASPP Math (Metric 1.2) CAST Science Assessment (Metric 1.3) English Learner Progress Indicator (Metric 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
	Only 44.8% of English Learners made progress towards English language proficiency in 2025. When asked for input, educator partner feedback indicated that struggling students need additional support to be successful. Based on the comprehensive needs assessment, which included data analysis and input from educational partners, English learners, low-income students, and homeless youth require access to qualified teachers who are highly skilled in addressing their diverse learning needs. There is a critical need for educators who understand and implement evidence-based instructional practices that directly impact and reduce the academic achievement gap. Ensuring that all students are supported by knowledgeable and effective teachers is essential to promoting equity and improving outcomes for our most vulnerable populations. English Learners require continued support in developing academic language to effectively access the core curriculum. Strengthening integrated supports within core instruction will improve access to rigorous content, leading to improved academic achievement and stronger postsecondary outcomes. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Positive Behavior Interventions and Supports (PBIS) **Need:** CALPADS data showed that in 2025: Incidents involving Suspension or In-house Suspension 102 Unduplicated Pupil Count 81 79% of Incidents involved Unduplicated Pupils Incidents involving Expulsions 0 Unduplicated Pupil Count 0 0% of Incidents involved Unduplicated Pupils Based on the needs assessment that included analysis of data, English learners, low-income students and foster youth need supportive processes that promote positive behavior to prevent behaviors that impede learning. **Scope:** LEA-wide	Based on this identified need, English Learners, low-income students, and Foster Youth will benefit from the implementation of the PBIS framework, which provides a consistent and predictable environment that promotes positive behavior and social-emotional well-being. By emphasizing positive reinforcement and fostering strong relationships between students and staff, PBIS supports a sense of safety, belonging, and engagement that contributes to improved academic outcomes. For English Learners, PBIS promotes an inclusive and supportive environment that values diversity and encourages positive social interactions. Through the integration of culturally responsive practices, PBIS helps ensure that English Learners feel connected and supported in their learning. For low-income students and Foster Youth, PBIS promotes a structured and equitable school environment by establishing clear expectations and consistent responses to behavior. This approach fosters a culture of respect and inclusion, supporting increased engagement and access to a positive school experience. This action is implemented on an LEA-wide basis to ensure consistent integration of PBIS practices across all school sites and to promote equitable access to a positive and supportive school climate.	We will measure the effectiveness of this action by: CALPADS EOY Incident Report 7.10 (Metric 2.10) California Healthy Kids Survey (Metric 2.7) Ca Dashboard Suspension Rate (Metric 2.8)
2.2	**Action:** Enhanced Campus Security **Need:**	Based on this identified need, English Learners, low-income students, and Foster Youth will benefit from the presence of appropriately trained campus security staff and proctors, as well as support from	We will measure the effectiveness of this action by

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
	CALPADS data showed that in 2025 Incidents involving Suspension or In-house Suspension 102 Unduplicated Pupil Count 81 79% of Incidents involved Unduplicated Pupils Incidents involving Expulsions 0 Unduplicated Pupil Count 0 0% of Incidents involved Unduplicated Pupils Responses to the California Healthy Kids Survey show the following concerns: School perceived as very safe or safe on the California Healthy Kids Survey 82% grade 5 (+6% since 2023) 64% grade 7 (+9% since 2023) 67% grade 9 (+19% since 2023) 64% grade 11 (+13% since 2023) Educational partner feedback shows the following highly rated concern: The concerns about bullying and the lack of adequate measures to handle bullying incidents, and staff training to handle student conflicts. These responses influenced Goal 2 that focuses on actions that include: training for social emotional training for staff and parent engagement opportunities. **Scope:** LEA-wide	a School Resource Officer (SRO). These personnel are trained in crisis prevention and intervention, effective emergency response, and strengths-based practices to prevent and reduce incidents that may disrupt student learning. The implementation of a buzzer entry system further enhances campus safety by limiting unauthorized access, directly addressing concerns raised through community feedback. This action is implemented on an LEA-wide basis to support a safe and positive school climate, ensuring all students benefit from an environment conducive to learning.	CALPADS Incident Report 7.10 (Metric 2.10) California Healthy Kids Survey (Metric 2.6) Ca Dashboard Suspension Rate (Metric 2.8)
2.3	**Action:** Mental Health Support	Based on this identified need, English Learners, low-income students, and Foster Youth will have increased access to mental health supports	The effectiveness of this action will be measured by

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: 2025 Chronic Absenteeism Rate shows the follow concern: All students 19.2% Low-income 21.7% English learner 14.8% Long-term English Learner 14.0% Foster youth 28.6% Based on the needs assessment that included data analysis and feedback from educational partners, English learners, low-income and foster youth need mental health support to ensure that students attend school consistently and to ensure that mental health challenges are not a barrier to learning. **Scope:** LEA-wide	provided by a Licensed Clinical Social Worker (LCSW), trained interns, and additional site-based counselors. A comprehensive districtwide mental health support system will be developed, with interns assigned to specific school sites to ensure consistent, site-based services throughout the year. The addition of counselors will ensure that each school site has a dedicated professional available to provide timely and responsive support to students, eliminating delays associated with shared staffing models and increasing access to services when student needs arise. Wellness Rooms will be established at each site to provide students with structured spaces that support emotional regulation, reflection, and positive connection. These supports will equip students with the tools needed to manage stress, anxiety, and other social-emotional challenges, resulting in improved attendance, engagement, and readiness to learn. By addressing emotional distress and strengthening access to mental health services, this action directly reduces barriers to learning and supports student well-being. This action is implemented on an LEA-wide basis because all students benefit from access to coordinated mental health supports and a safe, supportive, and inclusive school environment.	Chronic Absenteeism Rate (Metric 2.4) California Health Kids Survey (Metric 2.6)
2.4	**Action:** Attendance Initiative **Need:** 2025 Chronic Absenteeism Rate shows the follow concern: All students 19.2%	Based on this identified need, structures have been established through the Student Services Department and site attendance clerks, who serve as liaisons between schools and families, to promote consistent student attendance and engagement. By prioritizing the needs of Foster Youth, English Learners, and low-income	The effectiveness of this action will be measured by Chronic Absenteeism Rate (Metric 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
	Low-income 21.7% English learner 14.8% Long-term English Learner 14.0% Foster youth 28.6% Our DELAC and PAC highlighted the need to promote good attendance at school. Based on the the needs assessment that included data analysis and feedback from educational partners, foster youth, English learners, and low-income students need support to identify barriers that prevent them from consistent school attendance. **Scope:** LEA-wide	students, the Attendance Initiative supports a more equitable educational system focused on improving outcomes for student groups disproportionately impacted by chronic absenteeism. Targeted interventions are designed to address the specific barriers these student groups face and include supports such as counseling, mentoring, tutoring, family outreach, and attendance monitoring for students experiencing attendance challenges. These efforts contributed to reductions in chronic absenteeism rates across multiple student groups in 2024–25; however, more intensive and coordinated strategies are necessary to sustain and accelerate progress. To strengthen these efforts, a Child Welfare and Attendance (CWA) worker will be added to provide focused oversight, coordination of tiered attendance interventions, direct outreach to students and families, and home visits when appropriate. This role will support early identification of attendance concerns and ensure timely intervention and follow-through. This action is implemented on an LEA-wide basis, as attendance structures and related services are integrated across all school sites to support improved student engagement, attendance, and access to learning.	
3.1	**Action:** Enhanced Communication Tools **Need:** Responses to the 2025 California Schools Parent Survey show the following concern:	Based on this need, English learner, low-income students and foster youth will benefit from their parents having access to communication tools that meet their needs. This tools include upgraded website, parent portal, mobile translation system, and a messaging system (Parent Square). These tools include strong language support and allow parents to receive dynamic two-way	The effectiveness of this action will be measured by California Schools Parent Survey (Metric 3.1) Local Indicator (Metric 3.2) Student achievement data (Metric 1.1 and 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
	28% of parents responded that the school actively seeks the input of parents. (decreased 2% since 2023) 39% of parents feel welcome to participate in school. (decreased 5% since 2023) There was not any change in parents seeing bullying or harassment as a big problem (13%) on the California Schools Parent Survey; however, this was identified as an issue on the ThoughtExchange survey by parents who desired a better system for reporting and dealing with it on the school sites. Parents at DELAC and the parent advisory report the need for timely and improved communication from the schools. ThoughtExchange reported that there is a shared understanding that enhancing family involvement through workshops, community events, and creating welcoming environments can benefit students. Providing opportunities for meaningful parent participation and ensuring families feel valued are common goals. Based on the needs assessment that included data analysis and feedback from educational partners, parents need improved and flexible ways to connect with school. Parents of unduplicated students have unique conditions that limit their involvement with school. Parents and families of English learners need language support to be connected to school. Parents/guardians of foster youth need	communication on their device of choice, enabling them to connect with their children's principal and teacher. This action is provided on an LEA-wide to establish an equitable standard for instructional technology across all student groups.	

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
	facilitated connection with school because these children have more mobility than other students. Parents and guardians of low-income students need more flexible ways to connect with school given work schedule conflicts. **Scope:** LEA-wide		
3.2	**Action:** Parent/Family Focused Events **Need:** Low participation of parents and community members, particularly of underrepresented student groups necessitated this Action to be modified from Title I family engagement activities to the more profound Family and Community Liaisons who plan and supports the needs of the families through outreach activities and resources. Responses to the 2025 California Schools Parent Survey show the following concern: 28% of parents responded that the school actively seeks the input of parents (decreased 2% since 2023) 39% of parents feel welcome to participate in school (decreased 5% since 2023) Parents participating in DELAC and the Parent Advisory Committee identified a need for more timely, consistent, and effective communication from schools and the district.	Based on this identified need, English Learners, low-income students, and Foster Youth will benefit from their families having access to a Family and Community Liaison, Parent Center, and communication tools designed to meet their unique needs. This includes creating consistent, accessible communication systems, expanding opportunities for meaningful parent engagement, and ensuring that families understand educational programs, supports, and postsecondary pathways available to their children. Providing translation and interpretation services, flexible meeting opportunities, and multiple engagement formats is essential to increasing participation and removing barriers to involvement. Building trust with families requires transparency, responsiveness, and meaningful opportunities for parent voice and input in school decision-making processes. In addition, efforts will focus on ensuring that all families feel welcomed, valued, and included within the school community. Communication will extend beyond informational notifications to foster authentic partnerships between schools and	The effectiveness of this action will be measured by: California Schools Parent Survey (Metric 3.1) Chronic Absenteeism Rate (Metric 2.4) CA Dashboard Suspension Rate (Metric 2.8)

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
	Feedback gathered through ThoughtExchange surveys further indicated that communication is often perceived as one-directional, with limited opportunities for authentic engagement, collaboration, and shared decision-making. Educational partners expressed a strong desire for increased two-way communication, stronger outreach to underrepresented families, and a more consistent districtwide culture of trust, transparency, and partnership. Educational partners also noted that family engagement efforts vary across school sites and emphasized the importance of creating more meaningful and inclusive opportunities for participation. Families expressed a desire for authentic engagement experiences in which they feel heard, valued, and connected to the school community. Based on the needs assessment, which included analysis of educational partner feedback and student outcome data, families need improved and flexible ways to connect with schools. Families of unduplicated students often face unique barriers that can limit school involvement. Families of English Learners require language supports and translation services to remain informed and connected to their child's education. Families and caregivers of Foster Youth often need facilitated connections with schools due to increased student mobility and transitions. Families of low-income students may require	families that support student achievement, attendance, engagement, and overall well-being. This action is implemented on an LEA-wide basis, as parent engagement and family activities are integrated across all school sites to support improved student engagement, attendance, and access to learning.	

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
	more flexible opportunities for engagement due to work schedules and other barriers. Family and Community Liaisons will help address these needs by conducting outreach, building relationships with families, making home visits when appropriate, and coordinating engagement opportunities that are responsive to family needs and schedules. These efforts are intended to strengthen home–school partnerships, increase parent participation, and ensure that all families feel welcomed, connected, and supported as active partners in student success. **Scope:** LEA-wide		

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
1.3	**Action:** English Learner Supports **Need:** The 2025 Academic Indicator for English Language Arts and Mathematics is at the Orange performance level for English	English learners need support with academic language to access the core curriculum. Bi-lingual aides will help students who have limited English proficiency. With additional support in their core classes, English learners will be able to improve their English language acquisition and post-secondary options.	We will monitor effectiveness of this strategy using English learner outcomes on: CAASPP Language Arts and Math assessments (Metric 1.1 and 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners, indicating a need for continued academic support. The College/Career Indicator for English Learners is at the Yellow performance level, demonstrating progress but also highlighting the need for further improvement in college and career readiness. The Graduation Rate for English Learners increased to the Blue performance level, reflecting the positive impact of targeted supports; however, additional efforts are necessary to sustain and build upon this progress. English Learners require continued support in developing academic language to effectively access the core curriculum. Strengthening integrated supports within core instruction will improve access to rigorous content, leading to improved academic achievement and stronger postsecondary outcomes. **Scope:** Limited to Unduplicated Student Group(s)		EL Progress (Metric 1.4)
1.4	**Action:** Long-Term English Learners **Need:** 2025 Academic Indicator for Long Term English Learners is at the orange performance level in English Language Arts and Mathematics. The College/Career Indicator for English learners is at the yellow performance level. The percentage of English learners is the highest in Grade 3 - 6. English learners in the upper elementary grades need additional support in academic core subjects and English	Students are identified as Long-Term English Learners (LTELs) beginning in Grade 5, indicating a need to increase the number of students who are reclassified as English proficient prior to this grade level. Early reclassification is critical to ensuring students can access and succeed in increasingly complex academic content in middle and high school. To address this need, a Teacher on Special Assignment (TOSA) will provide targeted instructional support focused on language acquisition for LTELs and students at risk of not reclassifying by Grade 5. Also, the TOSA will support teachers to ensure that Integrated and	We will monitor effectiveness of this strategy using English learner outcomes on: CAASPP Language Arts and Math assessments (Metric 1.1 and 1.2) EL Progress (Metric 1.4) Reclassification rates (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	language acquisition skills in order to master the language and reclassify before entering middle and high school. **Scope:** Limited to Unduplicated Student Group(s)	Designated ELD is occurring in all classrooms. This support will strengthen students' academic language development and improve students' ability to engage successfully in the core curriculum.	

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be utilized to increase the number of staff providing direct services at our schools that have a high concentration of unduplicated pupils. These staff will provide increased intervention support at Beardslee, Maxwell, DHS, and Royal Oaks (Action1.6) more ELD sections (DHS) and bilingual aides to provide support to English learners at Beardslee, Maxwell, DHS, and Royal Oaks (Action 1.3). An 1/2 EL TOSA at Beardslee (Action 1.4) will ensure Integrated and Designated ELD is occurring in Beardslee classrooms for EL students.. Additional counseling support will be placed at Royal Oaks, Beardslee, and Maxwell (Action 2.3).

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	Valley View 1:15	Beardslee 1:29; DHS 1:42; Maxwell 1:26; MIT 1:11; Royal Oaks 1:15

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Valley View 1:17	Beardslee 1:17; DHS 1:59; Maxwell 1:29 MIT 1:57; Royal Oaks 1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	32,161,251.00	7,565,303	23.523%	0.000%	23.523%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$32,161,251.00	$2,900,000.00	$0.00	$260,000.00	$35,321,251.00	$31,314,683.00	$4,006,568.00

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	Supplemental resources targeted to close the achievement gap	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$675,000.00	$133,900.00	$688,900.00	$120,000.00	$0.00	$0.00	$808,900.00	0%
1	1.2	Targeted Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,906,026.00	$0.00	$2,906,026.00	$0.00	$0.00	$0.00	$2,906,026.00	0%
1	1.3	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$443,000.00	$0.00	$385,000.00	$58,000.00	$0.00	$0.00	$443,000.00	0%
1	1.4	Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$197,406.00	$58,000.00	$255,406.00	$0.00	$0.00	$0.00	$255,406.00	0%
1	1.5	Career Preparation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$75,000.00	$20,000.00	$20,000.00	$75,000.00	$0.00	$0.00	$95,000.00	0%
1	1.6	High School Intervention K-8 Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$414,000.00	$0.00	$397,000.00	$17,000.00	$0.00	$0.00	$414,000.00	0%
1	1.7	Multi-Tiered System of Supports (MTSS) & Professional Learning Communities (PLC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$628,000.00	$6,784.00	$6,784.00	$568,000.00	$0.00	$60,000.00	$634,784.00	0%
1	1.8	Middle School Career Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$111,000.00	$606,484.00	$210,484.00	$507,000.00	$0.00	$0.00	$717,484.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.9	Technology Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$313,803.00	$159,400.00	$473,203.00	$0.00	$0.00	$0.00	$473,203.00	0%
1	1.10	Action to Improve ELA and Math Achievement for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
1	1.11	Action Plan to Improve Graduation and College Career Readiness for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
1	1.12	Enhanced Learning Opportunities LREBG	All	No			All Schools	Ongoing	$415,000.00	$80,000.00	$0.00	$495,000.00	$0.00	$0.00	$495,000.00	0%
1	1.13	Instructional Improvement and Coherence	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$500,000.00	$100,000.00	$350,000.00	$0.00	$50,000.00	$500,000.00	0%
2	2.1	Positive Behavior Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$44,700.00	$44,700.00	$0.00	$0.00	$0.00	$44,700.00	0%
2	2.2	Enhanced Campus Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$37,000.00	$170,000.00	$170,000.00	$37,000.00	$0.00	$0.00	$207,000.00	0%
2	2.3	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$555,000.00	$145,000.00	$700,000.00	$0.00	$0.00	$0.00	$700,000.00	0%
2	2.4	Attendance Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,045,000.00	$0.00	$877,000.00	$168,000.00	$0.00	$0.00	$1,045,000.00	0%
2	2.5	Professional Development LREBG	All	No				Ongoing	$0.00	$80,000.00	$0.00	$80,000.00	$0.00	$0.00	$80,000.00	0%
3	3.1	Enhanced Communication Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,800.00	$50,800.00	$0.00	$0.00	$0.00	$50,800.00	0%
3	3.2	Parent/Family Focused Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$280,000.00	$150,000.00	$280,000.00	$0.00	$0.00	$150,000.00	$430,000.00	0%
4	4.1	Quality Certificated Staff	All	No			All Schools	Ongoing	$9,701,127.00	$0.00	$9,701,127.00	$0.00	$0.00	$0.00	$9,701,127.00	0%
4	4.2	Quality administrators	All	No			All Schools	Ongoing	$5,836,189.00	$0.00	$5,836,189.00	$0.00	$0.00	$0.00	$5,836,189.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Quality classified support staff	All	No			All Schools	Ongoing	$7,682,132.00	$0.00	$7,682,132.00	$0.00	$0.00	$0.00	$7,682,132.00	0%
4	4.4	Operational Expenses	All	No			All Schools	Ongoing	$0.00	$446,000.00	$446,000.00	$0.00	$0.00	$0.00	$446,000.00	0%
4	4.5	Maintenance and Facilities	All	No			All Schools	Ongoing	$0.00	$885,500.00	$885,500.00	$0.00	$0.00	$0.00	$885,500.00	0%
4	4.6	Standards-based Instructional Materials	All	No			All Schools	Ongoing	$0.00	$345,000.00	$45,000.00	$300,000.00	$0.00	$0.00	$345,000.00	0%
5	5.1	Strengthen College & Career Readiness	All	No			Specific Schools: Mt. Olive High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
5	5.2	College & Career Guidance	All	No			Specific Schools: Mt. Olive High School	Ongoing	$0.00	$30,000.00	$0.00	$30,000.00	$0.00	$0.00	$30,000.00	0%
5	5.3	Workshops, Internships & Work-Based Learning	All	No			Specific Schools: Mt. Olive High School	Ongoing	$0.00	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	0%
5	5.4	Concurrent Enrollment	All	No			Specific Schools: Mt. Olive High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
5	5.5	Industry & Business Partner Support	All	No			Specific Schools: Mt. Olive High School	Ongoing	$0.00	$6,000.00	$0.00	$6,000.00	$0.00	$0.00	$6,000.00	0%
5	5.6	CTE Professional Development	All	No			Mt. Olive High School	Ongoing	$0.00	$14,000.00	$0.00	$14,000.00	$0.00	$0.00	$14,000.00	0%
5	5.7	Cinematic Arts Pathway Technology	All	No			Specific Schools: Mt. Olive High School	Ongoing	$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
32,161,251.00	7,565,303	23.523%	0.000%	23.523%	$7,565,303.00	0.000%	23.523 %	**Total:**	$7,565,303.00
								LEA-wide Total:	$6,904,897.00
								Limited Total:	$640,406.00
								Schoolwide Total:	$20,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supplemental resources targeted to close the achievement gap	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$688,900.00	0%
1	**1.2**	Targeted Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,906,026.00	0%
1	**1.3**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$385,000.00	0%
1	**1.4**	Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$255,406.00	0%
1	**1.5**	Career Preparation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0%
1	**1.6**	High School Intervention K-8 Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$397,000.00	0%
1	**1.7**	Multi-Tiered System of Supports (MTSS) &	Yes	LEA-wide	English Learners Foster Youth	All Schools	$6,784.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Professional Learning Communities (PLC)			Low Income			
1	1.8	Middle School Career Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,484.00	0%
1	1.9	Technology Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$473,203.00	0%
1	1.13	Instructional Improvement and Coherence	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	0%
2	2.1	Positive Behavior Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,700.00	0%
2	2.2	Enhanced Campus Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,000.00	0%
2	2.3	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$700,000.00	0%
2	2.4	Attendance Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$877,000.00	0%
3	3.1	Enhanced Communication Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,800.00	0%
3	3.2	Parent/Family Focused Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,000.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$42,425,193.00	$43,578,455.00

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**	Supplemental resources targeted to close the achievement gap	Yes	$1,125,000.00	$1,224,300.00
1	**1.2**	Targeted Class Size Reduction	Yes	$3,000,000.00	3,000,000.00
1	**1.3**	English Learner Supports	Yes	$245,000.00	$268,328.00
1	**1.4**	Long-Term English Learners	Yes	$241,406.00	$251,146.00
1	**1.5**	Career Preparation	Yes	$481,000.00	$463,128.00
1	**1.6**	High School Reading Intervention K-8 Intervention Teachers	Yes	$485,000.00	522,222.00
1	**1.7**	Multi-Tiered System of Supports (MTSS)	Yes	$374,784.00	$382,000.00
1	**1.8**	Middle School Career Exploration	Yes	$615,000.00	$665,000.00
1	**1.9**	Technology Initiative	Yes	$593,087.00	$599,466.00
1	**1.10**	Action to Improve ELA and Math Achievement for Students with Disabilities	No	$0.00	$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)
1	1.11	Action Plan to Improve Graduation and College Career Readiness for Students with Disabilities	No	$0.00	$0.00
1	1.12	Enhanced Learning Opportunities	No	$415,000.00	$415,000.00
1	1.13	Professional Development	Yes	$350,000.00	$375,000.00
2	2.1	Positive Behavior Intervention Support (PBIS)	Yes	$43,500.00	$43,000.00
2	2.2	Enhanced Campus Security	Yes	$20,000.00	$38,000.00
2	2.3	Mental Health Support	Yes	$575,000.00	$602,799.00
2	2.4	Attendance Initiative	Yes	$418,000.00	$449,954.00
2	2.5	Professional Development LREBG	No	$60,000.00	$64,000.00
3	3.1	Enhanced Communication Tools	Yes	$40,800.00	$50,980.00
3	3.2	Parent/Family Focused Events	No	$60,000.00	$56,842.00
4	4.1	Quality Certificated Staff	No	$17,655,925.00	$18,123,993.00
4	4.2	Quality administrators	No	$4,578,354.00	$4,655,852.00
4	4.3	Quality classified support staff	No	$9,668,337.00	$9,961,295.00
4	4.4	Operational Expenses	No	$405,000.00	$404,311.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.5**	Maintenance and Facilities	No	$805,000.00	$798,008.00
4	**4.6**	Standards-based Instructional Materials	No	$45,000.00	$43,281.00
5	**5.1**	Strengthen College & Career Readiness	No	$0.00	$0.00
5	**5.2**	College & Career Guidance	No	$30,000.00	$30,000.00
5	**5.3**	Workshops, Internships & Work-Based Learning	No	$50,000.00	$45,550.00
5	**5.4**	Concurrent Enrollment	No	$0.00	$0.00
5	**5.5**	Industry & Business Partner Support	No	$6,000.00	$6,000.00
5	**5.6**	CTE Professional Development	No	$14,000.00	$14,000.00
5	**5.7**	Cinematic Arts Pathway Technology	No	$25,000.00	$25,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,866,787.00	$8,607,577.00	$8,607,577.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental resources targeted to close the achievement gap	Yes	$1,125,000.00	$1,174,300.00	0%	0%
1	1.2	Targeted Class Size Reduction	Yes	$3,000,000.00	$3,396,512.00	0%	0%
1	1.3	English Learner Supports	Yes	$245,000.00	$248,328.00	0%	0%
1	1.4	Long-Term English Learners	Yes	$241,406.00	$157,753.00	0%	0%
1	1.5	Career Preparation	Yes	$481,000.00	$392,947.00	0%	0%
1	1.6	High School Reading Intervention K-8 Intervention Teachers	Yes	$485,000.00	$407,555.00	0%	0%
1	1.7	Multi-Tiered System of Supports (MTSS)	Yes	$374,784.00	$382,000.00	0%	0%
1	1.8	Middle School Career Exploration	Yes	$615,000.00	$465,000.00	0%	0%
1	1.9	Technology Initiative	Yes	$593,087.00	$599,466.00	0%	0%
1	1.13	Professional Development	Yes	$350,000.00	$189,000.00	0%	0%
2	2.1	Positive Behavior Intervention Support (PBIS)	Yes	$43,500.00	$43,000.00	0%	0%
2	2.2	Enhanced Campus Security	Yes	$20,000.00	$28,000.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.3**	Mental Health Support	Yes	$575,000.00	$572,868.00	0%	0%
2	**2.4**	Attendance Initiative	Yes	$418,000.00	$502,868.00	0%	0%
3	**3.1**	Enhanced Communication Tools	Yes	$40,800.00	$47,980.00	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$32,099,591.00	$6,866,787.00	3.45%	24.842%	$8,607,577.00	0.000%	26.815%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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